AGENDA OF THE PROGRAM COMMITTEE

SEPTEMBER- DECEMBER
1993

AGENDA

PROGRAM COMMITTEE

1993 09 02

Confirmation of the minutes of the regular meetings of 1993 05 13 and 1993 06 03.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Retention Report Action Plan **Pages 1 to 28**

2. Survey to Address the Needs of Potential Dropouts
(Tabled at the 1993 04 06 Development Committee meeting)

NEW BUSINESS:

1. Adult Basic Education Program

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on Alternative Methods of Delivery of the Lunch Program **Pages 29 to 42**

NEW BUSINESS:

1. Report of the Special Education Advisory Committee **Pages 43 to 46**

1993 08 26

To: Program Committee

From: E. G. Bond, Superintendent of Program
V. Lepp, Co-ordinator of Guidance

Re: Retention Report Action Plan

Report: Information/Decision

BACKGROUND

In May 1989 a Retention Committee was established to review and research programs in other boards as well as to determine the approaches being used in the Hamilton system to assist with the retention of students.

The Retention Committee Report which included seven recommendations was presented to the Development Committee on November 7, 1991. (Appendix I)

On November 21, 1991 the Board passed the following motion:

> It is therefore recommended that this report be approved by trustees and that the recommendations be referred to the Secondary School Study Committee, the Middle School Development Committee and the appropriate Action Teams and Departments as identified.

As a follow-up, through the Secondary School Development Committee and in conjunction with Transition Years initiatives, it was determined that an action plan be developed from the recommendations outlined in the Retention Committee Report (Appendix II).

Action Plan Committee Membership:

Don Thorne, Principal of Scott Park
Beth Jazvac, Principal of Hill Park
Dave McIsaac, Vice-Principal of Sir Allan MacNab
Nora Crawford, Head of History, Westmount
Robin Magill, Head of Guidance, Sir Winston Churchill
Keith Gale, Assistant Head of Guidance, Westdale
Cathy Hillgren, Guidance Counsellor, Hampton Heights
Vic Lepp, Guidance Co-ordinator, Education Centre

ISSUE

To determine Board support for the Retention Report Action Plan.

RECOMMENDATION

That the Retention Report Action Plan be approved for implementation beginning September 1993.

RATIONALE

The Retention Report Action Plan is based upon the following rationale:

(a) The needs of the adolescent learner, changes in society, the Radwanski Report, the elementary experience and lack of maturity indicate that a formalized effort to assist with "bonding" is required.

(b) It is essential that curriculum and teaching techniques are relevant to students' needs and to the realities of the world they are preparing to enter. Schools, students and parents working together will heighten an awareness of the needs, expectations and resources essential to a positive learning experience. Input and decision-making involving school and community stake-holders establish both critical and effective networking systems and a sense of ownership to the education of our young people. It is imperative that schools be flexible and responsive to keep pace with societal changes. (See Student–At–Risk Profile, Appendix 1)

(c) Attitudinal and personality characteristics are important qualities in a prospective teacher. (See Teacher-At-Risk, Appendix 2)

(d) Traditionally, admission to teacher training institutions and therefore hiring by Board of Education has been based mainly on academic achievement. With increasing emphasis on the importance of student-teacher relationships as a critical factor in students success, it is important that criteria and hiring procedures for our board reflect those student needs. The "Image of the Ideal Secondary School Teacher" produced by the Secondary School Study committee and the recommendations of the Provincial Teacher Education Review Committee (1988) would both confirm the need to look beyond academic achievement and to include love of teaching and caring for young people, as two criteria to be assessed when hiring teachers.

(e) The research clearly shows that the in-school factors that contribute to the characteristics of the student-at-risk can be decreased through frequent and relevant interaction between student and teacher using the curriculum. Therefore, the continued development of quality program and staff development related to improving classroom pedagogy becomes critical.

(f) There is no clear statistical relationship between teacher commitment and student retention. However, research supports that positive, consistent and caring student-teacher interaction contributes to higher levels of student retention.

(g) The student requires complete and accurate information regarding community resources that may assist in the withdrawal process. We have made a commitment to education as an on-going and lifelong process. The student needs follow-up contact as to educational opportunities. The "system" should have accurate data pertaining to a student who leaves. There is a need for consistency in data collection.

APPENDICES

Appendix I:	Summary of Recommendation: Retention Committee Report
Appendix II:	Retention Report Action Plan
Appendix III:	Student-At-Risk Profile
Appendix IV:	The "Teacher-At-Risk Profile
Appendix V:	Self-Awareness Guideline
Appendix VI:	Exit Information
Appendix VII:	Student Withdrawal Data

APPENDIX I

RETENTION COMMITTEE REPORT

Summary of Recommendations

1. That strategies be included in each school's plan, to assist students in "bonding" to the school.

2. That each middle school and secondary school devise a plan to involve students, parents and the community in developing the structure and program delivery of the school.

3. That the Hamilton Board of Education work with the local colleges of education in the evaluation of student teacher selection and training practices.

4. That the Hamilton Board of Education continue to review and revise its teacher hiring practices.

5. That the emphasis in student retention in the Hamilton Board of Education be primarily based on quality classroom curriculum and methodology (ie. prevention rather than remediation, cure rather than band-aids).

6. That the Human Resources, Research, and Program Departments assess the relationship between a "teacher-at-risk" and student retention. (See Appendix 2 of the Retention Report)

7. That a student exit plan be devised and delivered through the central computer system.

RETENTION REPORT ACTION PLAN

Recommendation 1 – That strategies be included in each school's plan, to assist students in "bonding" to the school.

Rationale: The needs of the adolescent learner, changes in society, the Radwanski Report, the elementary experience and lack of maturity indicate that a formalized effort to assist with "bonding" is required.

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
Students will be better prepared for secondary school.	(1) Grade 8 students visit secondary schools for: • tours • athletic events • assemblies • participation in extra-curricular activities (2) Liaison between elementary and secondary staff to plan for: • visits • program continuum • culture continuum (3) Home and School nights with both elementary and secondary parents, students, and staff involved.	More involvement between middle and secondary schools More involvement of school with the parents and community	I Middle School Staff

Recommendation 1 – That strategies be included in each school's plan, to assist students in "bonding" to the school. (continued)

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
Students will be well informed about secondary school life. Students will be: • more aware of school programs • more aware of contact personnel • more comfortable • learning in a more caring environment The school will increase relationships with parents and the community. More students will participate in the life of secondary school.	Secondary school staff to be made aware of and involved in: (1) Special Events • Ethno–cultural days • intramural and extra–curricular programs • recognition of students for special achievements e.g. athletics, academics, good attendance, good citizenship (2) Orientation Programs • for the purpose of providing a smooth transition for students entering secondary school (3) Mentoring Programs (4) Advisor–Advisee Programs (5) Closer planning with middle school staffs for: • visits • program continuum • culture continuum (6) Home and School nights with both elementary and secondary schools involved.	Middle School students will be more involved in secondary school activities Fewer students withdrawing from secondary school More involvement of parents and community with the secondary school.	II Secondary School Staff

Recommendation 2 – That each middle school and secondary school devise a plan to involve students, parents and the community in developing the structure and program delivery of the school.

Rationale: It is essential that curriculum and teaching techniques are relevant to students' needs and to the realities of the world they are preparing to enter. The above three groups working together will heighten an awareness of the needs, expectations and resources essential to a positive learning experience. Input and decision–making involving school and community stake–holders establish both critical and effective networking systems and a sense of ownership to the education of our young people. It is imperative that schools be flexible and responsive to keep pace with societal chages. (See Student–At–Risk Profile, Appendix III)

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
Parents and community will become more aware of school program. School personnel will have a realistic view of needs, expectations and beliefs of the school community	Hold parent and community information sessions regarding Board policies and parameters for decision-making. Invite and recruit students, parents and interested people which represent a cross section of the community to serve on committees.	Parents become more knowledgeable. Parents have a more positive attitude toward the school.	I School Administration
The community will be more involved in a variety of ways.	Awareness of present involvement Plan for future involvement.	Increased number of community members participating with the school Involvement of community in more activities	II School Staff
The community will be more involved in in–put and decision–making.	Involved community members network with other community members Community members assist school committees with planning of programs in the school.	Increased number of community members participating with the school Involvement of community in more decision–making activities	III Parents, Community Members and Students

Recommendation 3 – That the Hamilton Board of Education work with the local colleges of education in the evaluation of student teacher selection and training practices.

Rationale: Attitudinal and personality characteristics are important qualities in a prospective teacher. (See Teacher–At–Risk Profile, Appendix IV)

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
Hamilton Board staff will have input into the College of Education selection and training process.	Make contact with Colleges of Education re: admission practices Gather input from current practice teachers, Dept. Heads & Principals re: attitudinal & personality characteristics recognized as important qualities in a prospective teacher. Share these findings with the Colleges of Education.	Support from and co-operation with Colleges of Education	I Director

Recommendation 4 – That the Hamilton Board of Education continue to review and revise its teacher hiring practices.

Rationale: Traditionally, admission to teacher training institutions and therefore hiring by Boards of Education has been based mainly on academic achievement. With increasing emphasis on the importance of student–teacher relationships as a critical factor in student success, it is important that criteria and hiring procedures for our board reflect those student needs. The "Image of the Ideal Secondary School Teacher" produced by the Secondary School Study committee and the recommendations of the Provincial Teacher Education Review Committee (1988) would both confirm the need to look beyond academic achievement and to include love of teaching and caring for young people, as two criteria to be assessed when hiring teachers.

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
There will be revised teacher hiring criteria and procedures.	Establish a committee to: • review the hiring practices of the Hamilton Board of Education • gather information regarding the "Image of the Ideal Secondary Teacher" • make recommendations regarding the criteria to be used in hiring effective teachers that will meet the needs of today's students Provide in–service for principals on revised criteria and procedures	Newly hired teachers will be selected based on revised criteria.	I Superintendent of Human Resources

Recommendation 5 – That the emphasis in student retention in the Hamilton Board of Education be primarily based on quality classroom curriculum and methodology (ie. prevention rather than remediation, cure rather than band-aids).

Rationale: The research clearly shows that the in–school factors that contribute to the characteristics of the student–at–risk can be decreased through frequent and relevant interaction between student and teacher using the curriculum. Therefore, the continued development of quality program and staff development related to improving classroom pedagogy becomes critical.

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
There will be increased relevant interaction between students and teacher in all aspects of the curriculum.	Use Retention Committee Report appendix charts, Teacher At Risk, Student at Risk, in school planning. Develop advisor/mentorship programs to meet the needs of the school.	• organization of schools to meet young adolescent needs • social development apparent in day to day curriculum • improved communication and reporting techniques to parents/guardians • increased active learning/collaborative learning/ and accomodation of learning styles • use of Self–Awareness Guideline (see Appendix V) • teacher self–evaluation • individualization of instruction	I Transition Years Teams 1. System 2. School
There will be continued development and implementation of quality program.	Provide support, resources and information to assist with change in the classroom. Provide staff development opportunities to meet teacher needs.	• Curriculum changes (program reviews) • Classroom practice changes (personnel evaluation) • Continuum of strategies developed to meet learning outcomes in subject areas and developmental stages	II Program Coordinators, Consultants, and Area Supervisors

Recommendation 5 – That the emphasis in student retention in the Hamilton Board of Education be primarily based on quality classroom curriculum and methodology (ie. prevention rather than remediation, cure rather than band-aids). (continued)

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILTY
Every school will have a school plan which includes curriculum and methodology to meet student needs based on student learning outcomes.	Collaboration with program department/area teams to support and implement quality curriculum and methodology.	• fewer absences • fewer lates • fewer discipline reports • fewer pupil teacher conflicts • less vandalism • relaxed but focused atmosphere • democratic environronment where students are taught and encouraged to learn and use negotiating skills • few school rules but based on a concern for each individual as a member of the whole • student/teacher/parent/ community participation in decision making at the school level	III Principals & Vice principals
There will be increased awareness of Retention Committee Report and its implications for support staff.	Inclusion of Administrative Assistants Secretaries Plant Foreman Educational Assistants in awareness and planning sessions.	• effective routines in schools • increased teamwork toward meeting student needs • school meetings that address operational and curriculum agenda • consistent approach to working with students.	

Recommendation 5 – That the **emphasis on** student retention in the Hamilton Board of Education be primarily **based on quality classroom curriculum and methodology** (ie. **prevention** rather than remediation, cure rather than band-aids). (continued)

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
Each support teacher will have a defined role in supporting the Retention Committee Report.	Plan involvement of each support teacher related to contribution toward Student Retention.	• increased supporting teacher involvement in curriculum and methodology	IV **Supporting Teachers** • Learning Resource Teacher (LRT) • GLRT/SERT • Teacher Librarian
There will be increased interaction between Guidance Departments, classroom teachers and parents.	Discussion of Retention Committee Report. Provide support to classroom teachers, students and parents to assist with change outlined in Retention Committee Report.	• group guidance sessions • teacher advisor programs with guidance counsellor support • parental seminars • programs for staff focused on adolescent need	V Guidance Depts.

Recommendation 6 – That the Human Resources, Research, and Program Departments assess the relationship between a "teacher-at-risk" and student retention.

Rationale: There is no clear statistical relationship between teacher commitment and student retention. However, research supports that positive, consistent and caring student–teacher interaction contributes to higher levels of student retention.

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
The Teacher–at–Risk Profile becomes a resource for professional growth. Self-awareness becomes a part of the growth process.	Develop methods of self-awareness to assist teachers to identify with the Teacher–at–Risk Profile.	• Teachers who are experiencing difficulty in the teaching process receive assistance and behavioural change takes place. • increased use of coaching model/peer coaching for teachers • decreased stress in teachers • more rewards for teachers • more excitement in teaching • change in the culture of schools • increased professional development in system focused on teaching/learning strategies • anger management programs in schools and training for teachers • staff development offerings on effective communication, understanding adolescent development, learning styles, collaborative learning, conflict resolution.	I Superintendent of Human Resources and Staff Development

Recommendation 6 – That the Human Resources, Research, and Program Departments assess the relationship between a "teacher-at-risk" and student retention. (continued)

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
There is a focus on success and positive pupil - teacher interaction.	Develop a process to identify successes with students and positive characteristics of good pupil–teacher relationships. Recognize and award teacher excellence and successes.	• in–school teacher support strategies developed by each school • teacher peer coaching in schools • collaborative planning among teachers • changes in school culture form autocratic to democratic • increasing evidences of internal locus of control in students and teachers • increased satisfaction through school shared decision–making • study groups in schools around new learnings about learning • less vandalism • higher academic achievement • less student absence • less teacher absence/long term stress related illness • more excitement in teacher/learning relationships • emphasis on team building and long–range planning in order to reflect school goals • active plans toward goal of anti–racists school • less violence in the school	II Principal and School Staff

Recommendation 7 – That a student exit plan be devised and delivered through the central computer system.

Rationale: The student requires complete and accurate information regarding community resources that may assist in the withdrawal process. We have made a commitment to education as an on-going and lifelong process. The student needs follow-up contact as to educational opportunities. The "system" should have accurate data pertaining to a student who leaves. There is a need for consistency in data collection.

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF SUCCESS	RESPONSIBILITY
School leavers have knowledge of community resources available to them. Data on school leavers is collected in a consistent manner. Accurate information collected on the needs of returning students. Improved retention of re-entry students.	Develop a process that ensures that school leavers receive current and accurate information. See Appendix VI. Establish a committee to review data collection and tracking of student leavers. See Appendix VII. In–service school guidance and administrative personnel on re–admission/exit of students.	• accurate information available through Integrated Information System regarding reasons for students leaving school.	I Guidance Co-ordinator
The re-entry process is viewed as positive and supportive.	Send invitations to students from the school encouraging them to return. Invitations should be within 3 to 6 months.	• increase the number of re–entry students. • higher retention rate of re–entry students.	II Principal and Guidance Counsellors

"STUDENT-AT-RISK" PROFILE

Observable Behaviour	Characteristics	Helping Strategies
• bullying • attention-seeking • excessively quiet • poor peer relationship • feelings of isolation • poor hygiene • verbal abuse of adults	Low Self-Esteem	• rewards for prosocial behaviour • activities that will ensure success • school as a safe and pleasant place to be • social experiences with adults • mentor program gradual relationship, advocacy
• low reading and math scores • repeated grades • low teacher expectation	Academic Difficulty	• early identification and prevention programs not sufficient in islolation • continuous progress programs • levels paced through sequenced instructional objectives • co-operative learning • remedial programs intensive and temporary • specialization in senior level • multisensory activities • high interest material • computer-assisted instruction (CAI) • peer tutoring • focus on individual learning needs • co-op integrated into curriculum • variety of learning styles • strategies must be shared by all in school
• little direction in activities • difficulty focusing on task • easily distracted • lethargic • overly active • no short or long term goals	Lack of Goals	• linkage between home and school • alternative goals and alternative means to achieve them • opportunities to achieve smaller goals • goal setting/time management activities

Observable Behaviour	Characteristics	Helping Strategies
• poor attendance • non–participation in extra curricular activities • conflict between home/school culture • low motivation • large peer influence • alienation/isolation	Lack of Bonding	• attendance policies that ensure that students know they are missed and concern is shown • peer calling services • notes for perfect attendance • home visits for truant students follow–up is essential • re–examine school policies that encourage alienation • in–service for staff on students' needs, discipline, communication, strategies
• many schools attended • low socio–economic status • parental non–involvement (low expectations) • low parental educational level (parents had bad experiences at school) • stress	Dysfunctional Family	• parent education activities (basic skills, homework–helper tips) • demonstration classes • outreach program for parents, or school leavers • school news to local churches for bulletins • visit homes (welcome wagon) • community resources in school • parent and staff together activities • collaboration with community

"STUDENT-AT-RISK" PROFILE

TRANSESCENT NEEDS

Needs	Characteristics of Behaviour	Helping Strategies
Developmental Tasks (Thornburg 1974) • developing and organizing knowledge and concepts necessary for everyday functioning	• difficulty budgeting time and task • forgetfulness • inability to organize • insecurity • inability to focus • lack of task completion	• accommodate short attention spans in programme • curriculum organized with activity based concrete experiences and connected from grade 6 through 9 • developmentally based programme rather than age • focus on social/emotional development rather than cognitive (Havighurst 1979) • curriculum delivered within the context of supportive peer relationships, peer tutoring, and co-operative learning as the tools to help cognitive development (from concrete operational [Piaget] to the abstract reasoning of later adolescence)
• becoming an independent person	• testing of limits in rules and regulations • developing sense of privacy • overly concerned about feeings of "undue" attention by public at large	• recognize the fragility of the transescent's sense of self-worth • balance of adult direction leading to independence to reduce later deviant behaviour (Simmons andBlyth 1987) • recognize the rebellion as a belief that allegiance to parents and teacher can result in a loss of peer approval (Manning and Allen 1987) • maintain a flexible, tolerant, and understanding school setting • provide consistency in mentors or teacher advisors
• developing elementary moral concepts and values	• concern for justice and fairness (level 2 Kohlberg) • desire to help and take on responsibilities of appropriate nature • lack of confidence	• provide sharing and discussion opportunities • provide opportunities to show and develop responsibilities which will foster autonomy and assist with self-esteem • focus on short term goals • help with an unstable self image which is vulnerable to an exaggerated sense that others view them unfavourably (Protinski, 1975 Seirer and Winfield, 1988)
• learning new sex roles	• giddiness • inappropriate vocabulary • exaggerated images of roles	• provide curriculum focused on relationships and growth

Needs	Characteristics of Behaviour	Helping Strategies
• accepting increasing changes in one's physique	• growth spurts • gangliness • dropping things • bumping into objects • perceptual concerns • overly concerned with "up to date" physical appearance, clothes and body	• recognize that bodies are so different the owner often doesn't see it as familiar • lessen the competition in sports • increase safety concerns (most injuries occur in interscholastic sports in transition McEwen 1981) • provide females in transition the unique assistance they need to maximize potential (Simmons and Blyth, 1987, Davis Weiner and Shute 1977). Coach them through puberty developmentally.

"STUDENT–AT–RISK" PROFILE

Adolescent Needs

At–Risk Students' Need	Reaction	Helping Strategies
to survive	• understand that a student who does poorly is a discouraged person • reinforcement that we are all on the road to becoming • our understanding that at–risk students have: a) low self–esteem b) fears of embarassment c) a defeated attitude • need to employ a model for individualized instruction in order that students can progress until mastery We now hold time, methods and evaluation constant, therefore, the only variable is students' results. If we vary the time, methods and evaluation all students should be more able to succeed. • to understand that anger is not personal • communicate to parents and students that more than 15 hours of part–time work outside of school will affect their school results • assist with goal setting and planning to accomplish these goals	• looking for the motive behind behaviour • providing a school/class setting free from embarassment or sarcasm • a teacher belief that the school setting can turn around perceptions • expectations of success for all students • understanding that perceptions can be changed through personal experiences (ACTIVE STUDENT CENTERED LEARNING) • a democratic society inside the school • direct teaching of memory and generic skills needed for success in school • self–paced delivery of curriculum • individualized delivery of curriculum • focus in all subjects on why of the learning • vary time and methods • evaluate when ready (different methods) • curriculum focus on decision making, goal setting • provide remedial instructional programs e.g. reading • eliminate focus on neat handwriting provide word processors, spell checkers for all students • strategies to assist with anger and tolerance levels • letters to parents, messages on reports, comments from teachers to families, Parent Advisory Council, Assistant etc. • mentor who assists in goal setting, planning, evaluating and celebrating gains

At-Risk Students' Need	Reaction	Helping Strategies
to belong	• to encourage bonding with "people" • teachers to be encouraged to work from their own strengths • strengthen perceptions of significance in relationships "I contribute in meaningful ways", "I am needed" • help them to understand that no learning style is better than any other • to help them understand and accommodate their own learning • encourage coach/manager teacher role	• fewer number of teacher pupil contacts • student centered curriculum • strong, instructive group component to curriculum delivery • use of mentor/teacher advisor model • not "taking up" group work or giving the word from on high — let them assume responsibility and own the consequences • systematic and involved plan for transition from grade 8 to grade 9 • vary time and methods so that students can show us what they know not what they don't know • provide conscious opportunities for different learningstyles Dunn and Dunn: tactile & kinesthetic, impulsive vs reflective etc. • lecturing no more than 20% of the time
to be free	• to work with others to develop friendships through communication cooperation, negotiation, sharing, emphasizing and listening • develop understanding of personal emotions, to use that understanding to develop self discipline and self control and and to learn from those experiences • develop judgmental skills	• to develop an environment where risk-taking is encouraged and applauded both for teachers and students • an understanding of the process of developing internal locus of control and with it the understanding that coercion doesn't work to develop life long learning skills • curriculum which is relevant to everyday current needs which requires thinking and evaluation skills
to have fun	• to develop systemic skills in order that the limits and consequences of everyday life are responded to with responsibility, adaptability, flexibility and integrity	• strategies selected for enjoyment and "play" • use Goodlad's A Place Called School strategies that students like to draw, move, manipulate, working together, talking, etc. • teacher job satisfaction considered seriously as part of school plan • risk-taking encouraged • comfortable, plant development • visibility of joy and excitement in learning • life-long learning as teacher goals
to have power	• to apply the principle behind the need for flexible programs	• to participate in real decisions that affect them (if we tell them where to go, how long to sit, what to do, and whether it is right or wrong, they feel powerless)

THE "TEACHER–AT–RISK" PROFILE

Hypothesis

- **That stress and burnout may significantly impair the working relationship a teacher has with the pupils, the quality of teaching, and the commitment able to be displayed by that teacher.**

Teacher Behaviours Exhibited	Possible Characteristics	Strategies That Will Help
• authoritarian attitude toward pupil control • tend to be defensive • tend to describe themselves as very self-confident • tendency to impose own will and judgements upon others • tend to "ride the situation"	• lack of self-confidence • fear	• professionals must be rewarded for accomplishments • there is an equal need for teachers to understand the dynamics of their own temperament and to understand psychology of learning • there is a need to learn how to relate to their own needs and vulnerabilities before they can relate in a non-stressful manner to instructional needs of their students • there is a need to modify aspects of their own personal disposition if they are to stay healthy
• anxious and impatient — feelings of too little time and too many responsibilities • role conflict — teachers' feelings that they are torn by conflicting demands between such things as amount of work versus quality of work, job demands versus needs of pupils, conflicts with school personnel • tend to believe that things are outside their control (teachers with external locus of control report more stress) • uncertainty • in extreme cases late marks, exams, and ensuing conflicts with administration	• depression • burn out	• time management techniques • having control over decisions in matters directly affecting them • set up clear role expectations which alleviate distress and build job satisfaction • more prep time • school improvement techniques • recognition of effort • clearer description of job tasks and expectations

Teacher Behaviours Exhibited	Possible Characteristics	Strategies That Will Help
• reduced willingness to expend extra efforts for students • low regard for the abilities of certain students • tend to offer less encouragement, less support, and less attention • unfamiliar with the culture of the student • stereotyping certain students • perception of threat • negative well-being (a greater number of absences) • lack of feelings of personal accomplishment • reduced interaction may lead to lower student achievement * however, some high stress situations create job satisfaction	• anxiety	• addressing sources of stress (e.g. more time for deadlines, changed curriculum to motivate pupils). This is most effective. • lowering the level of administrative involvement increases likelihood of burnout • positive techniques to change perception • physical techniques (relaxation, exercise) • high level of support for employee • provide goal-directed activities for staff
• perception of lack of feedback • perception of threat (inability to meet demands) • attempts to "ride the situation" • reactive rather than proactive • utilize colleague support to reinforce attitudes	• poor quality relationship with supervisors	• principal is perceived as "putting them at ease", "taking an interest in their welfare" and in their professional development • principal is sensitive to school problems "knowing what is going on" • principal deals with problems early on, sets a good example, recognizes effort • peer support for colleagues

NOTE:

1. Unstable staff (high turnover) = high student absentee rate.
2. Reduced teacher-pupil interaction = lower student achievement.
3. Appears to be no statistical relationship between teacher commitment and student attendance.

APPENDIX V

SELF–AWARENESS GUIDELINE

Self–awareness is critical to every process. Meaningful self–awareness helps to refine a process and to set its direction. The components of a self–awareness guideline can assess personal growth and development, can help to assess the validity of a program, or can serve as a starting point for discussion between individuals. Included here are some sample components. Some could be applied to a program, some to personal growth and development.

The components suggested here are intended to enhance a teachers self–awareness process and serve to extend two basic questions. What do I want my students to gain from my teaching? What do I feel are my greatest strengths or contributions as a teacher?

1. **EVIDENCE OF GOALS**

No clear understanding of goal setting	Intermittent use of planning and goals	Clearly stated and and understood short and long term goals.

2. **INVITING CLIMATE**

Individuals not valued	Orderly, functional classroom	Warm, caring, inviting, personalized learning environment

3. **SENSE OF BONDING**

Casual acceptance of procedures and routines	Routine procedures followed	Acceptance and support of school goals

4. **LEARNING EXPECTATIONS**

Hand out summaries, little or no reading or writing required, attendance only	Writing focus on note taking and text reading, teacher works hardest. Expectations for students are homework and test preparation	Reading and writing required and writing process stressed. Feel expectations are high but help readily available.

5. **STUDENTS ENCOURAGED TO EXPLORE IDEAS AND CONCEPTS**

Emphasis on knowledge and recall	Occasional application of thinking skills	All levels of thinking skills applied (Analysis, Synthesis, Evaluation)

6. **VARIETY OF TEACHING STRATEGIES**

One predominant strategy	Occasional use of different strategies for interest only	Varied strategies (Auditory, Visual, Tactile Kinesthetic) Units answer Why? What? How does it work? and What if?

7. **VARIETY IN CLASSROOM ORGANIZATION**

Teacher–centred classroom	Flexibility incorporated in various locations and groupings	Varied organization of classroom based on input and needs of students

8. **STUDENT CENTRED FOCUS**

Teacher planned and directed–emphasis on material in course. Focus on correction, assignments primarily written	Varied resources, teacher selected, students seen as having an interest in doing well. Varied projects, assignments and types of tests.	Co-operative planning and goal setting. Open communication with students with their unput as part of activities and resources. Varied opportunities for success. Not all work marked (Risks encouraged, coached)

9. EXCITEMENT ABOUT LEARNING

Little joy, boredom, No Excitement	Pleasant but not exciting, cool, business–like	Obvious enthusiasm, animation, voice modulation, interest in subject

10. REGULAR AND ACCURATE REPORTING OF STUDENT PROGRESS

Poor record keeping. No communication to students except at end	Accurate records. No outreach to parents	Positive anecdotal report comments, calls home, immediate feedback, records on skills, knowledge, and affective goals

11. DELIVERY OF PROGRAM TO INCLUDE COMMUNITY AND PARENT INVOLVEMENT

Course within school only	Occasionally guest speakers brought into school, resources in community utilized	Community involvement, mentors, field placement

APPENDIX VI

Exit Information

This computer generated package may include:

- sample resumé
- blank wallet size personal information card
- list of community agencies by service available
- steps to take for independent living & employment (S.I.N., Health Card etc.)
- educational opportunities such as evening school, Independent Learning Centre, C.A.A.T., University etc.
- procedures for returning to school

APPENDIX VII

Student Withdrawal Data

Establish a withdrawal screen on S.I.S. This screen would contain concrete data such as prior school, date of withdrawal but would also allow for a "signed" anecdotal comment that would give some direction to the person re–admitting the individual at a later date.

1993.08.27

To: Chairman and Members
Program Committee

From: Elizabeth G. Bond, Superintendent of Program

Re: Report on Alternative Methods of Delivery of the Lunch Program

Report: Information

BACKGROUND

At the March 2, 1993 meeting of the Budget Review Committee the following motion was passed:

> That the officials bring a report back to the Operations Management Committee on alternatives to the present delivery model of the Lunchroom Program that could be implemented at a reduced or no-cost to the Board.

ISSUE

To share information requested by trustees regarding alternative methods of delivery of the Lunch Program.

RECOMMENDATION

> **That the report on alternative methods of delivery of the Lunch Program be received for information.**

RATIONALE

The information provided in the Report (Appendices I - VIII) addresses the issues and concerns discussed at the Budget Review Committee and presents program and financial implications as requested.

APPENDICES

I Responsibility of Boards

II Letter of Intent Re: Noon Hour Supervision

III Lunchroom Supervisors Pay Rate

IV 1992-93 Budget Savings

V Alternatives at No Cost
•Supervision by Elementary Intermediate Students

VI Alternatives at No Cost
•Supervision by Volunteers

VII Alternatives at Reduced Cost
•Scheduling Two Lunch Periods - 40 Minute Shifts

VIII Alternatives at Reduced Cost
•Increasing Number of Students in Each Lunch Area

Appendix I

RESPONSIBILITY OF BOARDS

The following Regulation confirms that lunch break is considered part of the school day and outlines the responsibility of Boards in providing the supervision of pupils.

Regulation 298 - July 1989 - (Amended Ministry Regulation 262)

• Daily Sessions:

3.(1) "The length of the instructional program of each school day for pupils of compulsory school age shall be not less than five hours a day excluding recesses or scheduled intervals between classes."

3.(5) "A scheduled interval between classes for the lunch break for pupils and teachers shall be not less than forty consecutive minutes."

3.(7) "Every board shall determine the period of time during each school day when its buildings and playgrounds shall be open to its pupils, but in every case the buildings and playgrounds shall be open to pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day."

• Duties of the Principals 11.(3)

(e) provide for the supervision of pupils during the period of time during each school day when the school buildings and playgrounds are open to pupils;

(f) provide for the supervision of and the conducting of any school acitivity authorized by the board;

(q) assign suitable quarters for pupils to eat lunch.

The following memoranda clearly indicate that "There is no provision in the Education Act, or the Regulations that gives a board, a principal or a parents' committee the authority to require that a fee be paid for the supervision required to be provided by the principal of a school."

Ontario

Ministry of Education

Ministry of Colleges and Universities

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

Appendix I

1979-80: C

MAR 12 1980

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: LUNCH HOUR SUPERVISION OF PUPILS

It has come to our attention that fees are being charged in some jurisdictions in connection with the supervision of school lunch programs. It is reported that some of these programs have been organized by local parents' committees who determine and charge the fees.

Regulation 704/78 at subsection 8 of section 3 requires as a minimum that "in every case the school buildings and playgrounds shall be open to pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day."

Clause h of subsection 2 of section 12 of the same Regulation requires the principal of a school to provide for adequate supervision for the period that the school buildings and playgrounds are open to pupils under subsection 8 of section 3, and clause j of subsection 2 of section 12 requires the principal of a school to assign suitable quarters for pupils to eat lunch.

There is no provision in The Education Act, 1974 or the Regulations that gives a board, a principal or a parents' committee the authority to require that a fee be paid for the supervision required to be provided by the principal of a school.

In those jurisdictions where it is taking place, the practice of charging fees or permitting fees to be charged for lunch-hour supervision which it is the obligation of the board to provide, should cease forthwith.

Directors of Education are requested to bring the contents of this memorandum to the attention of their respective boards.

G. R. Podrebarac
Assistant Deputy Minister
Education Programs

March 4, 1980

Date of Issue: Revised 1982 Effective: Until revoked or modified

Subject: SUPERVISION OF PUPILS AT LUNCH HOUR

Application: Principals of schools

References: Memorandum 1979-80: C; Regulation 262

There is no provision in the Education Act, or the Regulations that gives a board, a principal or a parents' committee the authority to require that a fee be paid for the supervision required to be provided by the principal of a school.

Regulation 262, subsection 3(8), requires as a minimum that "in every case the school buildings and playgrounds shall be open to pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day."

Clause 12(3)(d) of the same Regulation requires the principal of a school to provide for adequate supervision for the period that the school buildings and playgrounds are open to pupils under subsection 3(8), and clause 12(3)(m) requires the principal of a school to assign suitable quarters for pupils to eat lunch.

Appendix II

LETTER OF INTENT RE: NOON HOUR SUPERVISION

Dated this 27th day of February, 1992 between the Board of Education for the City of Hamilton (hereinafter called the "Board for the First Part) and The Branch Affiliates representing Statutory Members of The Federation of Women Teachers' Association of Ontario and The Ontario Public School Teachers' Federation in the employ of the Board (hereinafter called the "Branch Affiliates" of the Second Part).

Recognizing that it is desirable for teachers to be free from supervisory duties during the noon hour period, the Board agrees that it shall continue, according to present policy, to provide personnel other than teachers to supervise students in school lunchroom programmes during the noon recess.

LUNCHROOM SUPERVISOR PAY RATE

	HAMILTON BOARD	HALTON BOARD	HAM/WENT CATHOLIC BOARD	WENTWORTH COUNTY BOARD
Type of Supervision	Hired Lunchroom Supervisors	Hired Lunchroom Supervisors	Hired Lunchroom Supervisors	Hired Lunchroom Supervisors & Teachers*
Number of Supervisors (approximately)	545 (582 Hours)	430	185	6
Length of Supervision	1 to 2 hours	1 hour	1 hour	1 hour
**Rate of Pay (per hour)	Subs $ 9.50 + 4% Yr. 0 $13.61 + 4% Yr. 1 $13.81 + 4% Yr. 2 $14.01 + 4% Yr. 3 $14.21 + 4%	Yr. 0 $ 9.79 + 4% Yr. 1 $10.28 + 4% Yr. 2 $10.79 + 4% Yr. 3 $11.33 + 4%	Subs $12.70 + 4% Yr. 0 $12.70 + 4% Yr. 1 $13.40 + 4% Yr. 2 $14.30 + 4%	$7.00 + 4%
Ratio	1 hour - 35 students (lower if justified)	1 - 60 (lower if justified)	Varies 1 - 100 or 1 - 75 as allocated by Area Superintendent	N/A
Training	Lunchroom Program Leader/Principals	Health & Safety Department	Currently Planning - Reviewing Hamilton B. of E. Training	N/A
Total School Enrolment (approximately) Gr.1-8	21,183 (76 schools)	26,000 (67 schools)	17,993 (52 schools)	10,955 (34 schools)
# Students in LR Jan.93(approximately) % of total enrol. (approx.)	17,491 82.6%	21,000 81%	N/A N/A	9,500 85-90%

*Principals, Vice-Principals, Teachers, provide supervision. Principal at each school responsible to co-ordinate supervision ensuring teachers have 40 min required lunch. In schools with less than 6 teachers, lunchroom supervisors are allocated.

**Hamilton, Halton and Hamilton-Wentworth Catholic Board Rate of Pay as a result of Pay Equity.

Marian Avery
Lunchroom Program Leader
March 12, 1993

Appendix IV

LUNCH PROGRAM

1992-93 BUDGET SAVINGS

Reductions in Lunch Program costs have been as follows:

Program Area	Financial Implications		
1. Lunchroom Supervisor Salaries - Reduced Hours of Supervision	**Salaries & Wages:**		
	1992 Budget	$2,593,200	
	1993 Budget	1,696,600	
	1993 Savings		$896,600
	Employee Benefits:		
	1992 Budget	$107,600	
	1993 Budget	70,400	
	1993 Savings		$37,200
2. Secretarial Assistance (1/2 time position) - Redeployed as a Result of Downsizing Effective January'93	**Salary & Wages:**		
	1992 Budget	$45,000	
	1993 Budget	28,000	
	1993 Savings		$17,000
	Employee Benefits:		
	1992 Budget	$6,600	
	1993 Budget	4,100	
	1993 Savings		$2,500
3. Department Budget Decreased	1992 Budget	$5,700	
	1993 Budget	3,400	
			$2,300
	Total Savings:		**$955,600**

Appendix V

ALTERNATIVES AT NO COST

Supervision by Elementary Intermediate Students

Program Implications

Number of Grade 1-8 schools	11
Number of Primary/Junior schools (Gr. 1-5 or Gr. 1-6)	51
Number of Middle Schools (Gr. 6,7 & 8)	14

1. **Principals will assume full responsibility for recruiting students and scheduling lunchroom supervision.**

2. **Principals will be responsible for training and monitoring student lunchroom supervisors.**

3. **Principals will be responsible for all lunchroom supervision behavioural concerns.**

Grade 1-5 schools have no intermediate students therefore an eleven year old, with no adult supervision, would be the oldest and could be in charge of 30-35 students from age 5 to 11 for a period of time up to one hour i.e. inclement weather.

In middle schools, 13 or 14 year olds, with no adult supervision, would be responsible for 30-35 students ages 11-14 years.

In keeping with the C.U.P.E. agreement, lunchtime for caretakers is 12:00 - 1:00 p.m. Responsibility of students in charge would include cleanup of lunchrooms. If not performed adequately, could result in grievances from C.U.P.E.

In Grades 1-8 schools, we currently use senior students as "helpers" along with supervisors.
They currently receive constant supervision and are not always consistent in attending.

This amount of responsibility for a child is of concern to our insurance company.

Appendix VI

ALTERNATIVES AT NO COST

Supervision by Volunteers

Program Implications

1. **Principals will assume full responsibility for recruiting volunteers and scheduling lunchroom supervision.**

2. **Principals will be responsible for training and monitoring volunteer lunchroom supervisors.**

3. **Principals will be responsible for all lunchroom supervision behavioural concerns.**

Presently, there are 545 paid lunchroom supervisors. Many of them (100 in total) also are volunteers within the school during the morning or afternoon as well. Other school volunteers may have their own children at home at lunchtime and are unavailable over the lunchtime.

In keeping with the C.U.P.E. agreement, lunchtime for caretakers is 12:00 - 1:00 p.m. Responsibility of volunteers would include cleanup of lunch-rooms. If not performed adequately, could result in grievances from C.U.P.E.

Volunteers have the privilege of flexibility in their schedules - if used for lunchtime coverage, a commitment to every day would be necessary. Failure to attend regularly would require alternate arrangements to be made by Principal.

Consistency in supervision and type of interaction with children would be difficult to maintaini.e. turnover in volunteers, inclement weather.

Appendix VII

ALTERNATIVES AT REDUCED COST

Scheduling Two School Lunch Periods 40-Minute Shifts

Program Implications

Whole School Implications

1. No flexibility for school lunch times. All would have to be on Whole School Shift System, all with 40 minute lunches.
2. Shifts for two lunches would have to be chosen according to location of classrooms. While one lunch takes place, classes continue. If not careful, could be disruptive. When half of school is outside, distraction of inside students, especially in nice weather with open windows.
3. Timetabling Problems - Impact on school sense of collegiality amongst teachers. Difficulty scheduling informal discussion, program planning (D.A.R.T., I.P.R.C., Curriculum Implementation Strategies) or staff meetings.
4. Clubs, extra help, etc. may be unavailable due to shortened lunchtime. Teachers would be eating their lunch. **"A scheduled interval between classes for its lunch break for pupils and teachers shall be not less than forty consecutive minutes."** Regulation 262, Daily Sessions, (June, 1989) Section 3(4).
5. Students' lunchtime would be shorter, more students could stay for lunch.
6. Cleanup time would be limited - could result in grievances from caretaking.
7. Transportation would have to be rescheduled due to shortened school day.
8. Intramural activities would not be possible where the gym is used for lunch.
9. Social activity amongst students would be affected by the shortened time and limiting of involvement to half of student body.

Advantages

1. Fewer students on playground at same time would give opportunity to separate grades on playground.
2. Where a large multi-purpose room or gym and classrooms are used, would allow the multi-purpose room or gym to be used twice and classrooms would not be necessary.
3. Would give supervisors opportunity for 1.5 hours of work, therefore should lower turnover rate.
4. Would make inclement weather days less of a problem due to shortened hours , however, could be a problem providing location for lunchrooms.

Appendix VII

ALTERNATIVES AT REDUCED COST

Scheduling Two School Lunch Periods 40-Minute Shifts

Financial Implications

1. Assign Lunchroom Supervisor coverage for 90 minutes at present ratio.
   Based on present ratio of 35 students to one hour of supervision, **there would be no savings.**
   For Example: 140 students = 4 hours of supervision (Staff provided at 1 hour of supervision for each average ratio of 35 students.)

   This would provide 2 supervisors with 1.5 hours each plus a supervisor with one hour.

2. Assign Lunchroom Supervisor coverage for 90 minutes at increased ratio.
   Based on ratio being changed to 35 students to 45 minutes of supervision, the following would be the savings:

   140 students = 3 hours of supervision (Staff provided at 45 minutes of supervision for each average ratio of 35 students.)

   This would provide 2 supervisors with 1.5 hours each.

Savings - (Based on 1993 information)	
Lunchroom Supervisors - 66.3 FTE	$1,272,500
Employee Benefits	63,800
Supervision and Administration	45,900
Clerical and Secretarial	28,000
Operating Budget	3,400
	$1,413,600
Total	
88.5 FTE Projected Costs	$1,855,500
66.3 FTE Projected Costs	1,413,600
Annual Savings	**$441,900**

Note:

The middle school operated on this schedule from September to December 1992 and due to negative school implications returned to traditional lunch.

Appendix VIII

ALTERNATIVES AT REDUCED COST

Increasing Number of Students In Each Lunch Area

In accordance with the Regulation 298 Section 11 (3) principals are required "to assign suitable quarters for pupils to eat lunch". If the number of supervisors was reduced, students would have to be assembled in a large area, such as a gymnasium. This would require the set up of an eating area and supervisors would have to be employed for an extended time to put up and take down any equipment set up for eating and to allow time for cleanup . The gym floor would need to be cleaned sufficiently every day to prevent unsafe situations with physical activity that would follow during other times of day. In keeping with the C.U.P.E. agreement, lunchtime for caretakers is 12:00 - 1:00 p.m.

Program Implications
1. With increased ratio, the supervisors' current responsibilities will change (i.e. monitoring food allergies, illness, nutritional needs, attendance, behavioural situations, etc.).
2. Will require approximately 1.5 hours of supervision to allow setup, clean up, dismantling of tables and chairs.
3. Difficult to administer milk program, special food days, etc.
4. Gymnasium could not be used for noon-hour activities, and to allow setup and dismantling/cleanup time, may not be possible to use part of period before and after lunch.
5. Supervision would be difficult on inclement weather days.
6. This may be impossible to administer in some schools due to the size of the gymnasium and safety regulations.

Appendix VIII

ALTERNATIVES AT REDUCED COST

Increasing Number of Students In Each Lunch Area

Financial Implications

1. Based on present ratio of 35 students to 1 hour of supervision, **there would be savings.**

   In order to save, the ratio would have to be above 52 students - 1 supervisor since time working will increase to 1.5 hours. (52 students - 1.5 hours of supervision is equivalent to **35 students - 1 hour** of supervision.)

2. With ratio of **70 students - 1.5 hours** of supervision - 50% of the number of supervisors would be required at 1.5 hours each, resulting in a 25% savings.

   The following would be the savings:

Savings - (Based on 1993 information)

Lunchroom Supervisors - 66.3 FTE	$1,272,500
Employee Benefits	63,800
Supervision and Administration	45,900
Clerical and Secretarial	28,000
Operating Budget	3,400
	$1,413,600

Total

88.5 FTE Projected Costs	$1,855,500
66.3 FTE Projected Costs	1,413,600
Annual Savings	**$441,900**

Responsibilities of Lunchroom Supervisors:

1. to report to office on arrival at the school. (Start and finish times will vary depending on individual school requirements.) Regular attendance is necessary. If ill, inform school by 8:30 A.M. so that a substitute can be arranged.

2. to be neat and clean and dressed appropriately for school environment.

3. to know and practise fire and accident procedures.

4. to keep attendance daily – if a student is absent without suitable explanation, to notify the Principal.

5. to encourage students to eat their lunches and to take time to allow for proper digestion.

6. to plan a program to provide fun and enjoyment during the lunchtime.

7. to encourage an atmosphere of self-discipline in the lunchroom, e.g., noise at acceptable levels, children seated while eating, and co-operative behaviour.

8. to be positive and caring with students.

9. to go outside daily at appointed time, walk around playground, and ensure students observe school rules.

10. to be responsible for discipline inside and outside. (Physical contact by supervisors for discipline purposes is never appropriate. Acceptable methods of discipline are speaking with students as privately as possible without raising the voice, and isolating students for specified times, e.g., 5 minutes against the wall. Principal must be consulted for repeated or serious circumstances, e.g., fist fights.)

11. to remain with students responsible for at all times and not allow any students to go outside alone; to know location of students at all times, e.g., washroom, activities, etc.

12. to ensure students keep lunchroom neat, tidy and clean. (Classroom items will be respected and lunchroom games will be kept in good condition.)

13. to work as a team member with other school staff (principal, vice-principal, caretaker, supervisors, teachers, secretary); to meet with principal to share information and discuss program.

14. to ensure all student information is kept confidential.

15. to attend central office training sessions and in-school workshops.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. I. Adamson (Chairman), Trustees Bishop and Patenaude, Mesdames Bramberger, Dalziel, Kappheim, Kerr Jaskiewicz, Oommen, Trott and Dr. Marshall.

Also Present: J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: F. Cooke (Assistant Superintendent of Program)

The Committee recommends:

ELEMENTARY/SECONDARY

1. That the correspondence from parents of children with autism (attached) be referred to the Officials and that a Report be brought back to the Special Education Advisory Committee (SEAC) in the Fall.

Respectfully submitted,

I. ADAMSON
Chairman

Meeting Room
1993 06 16

June 14, 1993

Dear Dr. Adamson:

We are parents of children with autism or pervasive developmental disorder (PDD). Our taxes support the Hamilton Public School Board. We are concerned about how the school system has treated our children and our families.

Many educators and trustees have lost sight of our children's right to education programs and services that meet their needs, as required by the Education Act. That this right has been overlooked manifests itself in many ways:
(I) how educational assistants are allocated;
(II) how classroom education is delivered;
(III) how some IPRC's are conducted;
(IV) how parents attempting to register their children at school are received.

I. Educational Assistants

The Hamilton School Board's decision to reduce the number of educational assistants has seriously impaired its ability to discharge its responsibilities under the Education Act. Special education programs and services (defined by law to include support personnel) are required under legislation to meet the needs of the exceptional pupil.

Children with autism/PDD are being denied educational assistants that are essential to their most basic needs being met. This denial is occurring both within segregated and integrated classrooms.

The way the school board cuts expenditures cannot undermine its ability to discharge its legal obligations to exceptional pupils. Yet its current cutbacks on educational assistants have done precisely that.

Recommendation #1

Trustees reconsider their decision to reduce the number of educational assistants, to enable the Hamilton Public School Board to discharge its legal obligations to exceptional children under the Education Act. And that educational assistants be readily available to both students in integrated and segregated settings.

II. Delivery of Classroom Education

Parents are being asked regularly to take their children out of school early in the school day. Indeed, some children have their school hours cut short every single day, being sent home, supposedly, for misbehaving.

That this is the manner in which behavioural challenges are handled shows an alarming ignorance of how to deal with children with autism/PDD. This kind of penalty system simply doesn't work. Other approaches to behavioural challenges are long overdue.

One eight year old child is barred from school every afternoon, and often for some of the morning as well. This has transpired since November. One time the teacher even asked the bus driver to wait after delivering the child to school in the morning. A few minutes later the child was returned to the bus to be driven home for misbehaving. Clearly, attitude problems prevail.

Another mother placed her daughter in an autistic class because she had been told her daughter would be allowed to attend full days. This has not occurred. The mother has been told that her daughter will not be allowed to attend full days next year because cutbacks make getting an educational assistant impossible. The mother volunteered to serve as the educational assistant so her daughter could attend school in the afternoon. The school refused, apparently preferring that this child lose the afternoon portion of the school day.

It has come to our attention that, as punishment, some children have been denied their lunch and snacks. One child had not had any lunch or snacks even by 2:30 p.m. one day. At that time the educational assistant threatened to withhold food from the child longer still merely because the boy was failing to say the letter "d" when reciting the alphabet.

This kind of punitive measure is unacceptable.

Some teachers assigned to autistic classrooms are repeatedly spending lengthy periods of time outside the classroom, participating in school activities that don't involve children in the autistic class. Educational assistants are left to conduct the classroom activities. Children with autism/PDD should not be neglected by their classroom teachers in this manner.

Recommendation #2

We recommend that as part of their professional development, educators (whether they be classroom teachers, principals, education assistants, consultants or others) be required to attend training in educating students with autism/PDD.

Recommendation #3

In recognition of the significant number of autistic/PDD students registered in the Hamilton Public School Board, we recommend the Board send educators (as listed above) to the Summer Workshop for Educators offered by the Pervasive Developmental Disorders Program at Chedoke Child and Family Centre on August 30th and 31st. Participants will improve their mastery of the fundamentals of educating children with autism/PDD and working with their families.

Recommendation #4

Principals and area consultants must closely monitor what transpires in classrooms with autistic students to ensure that teachers and educational assistants are conducting themselves professionally.

Recommendation #5

We recommend that the school board recognize the value and importance of behavioural and communication consultants to the education of autistic/PDD students, and that enough behavioural consultants be reinstated to more quickly address behavioural issues as they arise and to be an ongoing part of the students regular program.

We recommend that the board recognize that communication consultants must be actively involved with the development and implementation of the programs of both verbal and non-verbal autistic/PDD students.

We recommend that the board dedicate the resources necessary to hire sufficient numbers of communication consultants to discharge this responsibility.

We recommend that the behavioural and communication consultants collaborate in developing and implementing individualized pupil plans.

III. IPRC's

At IPRC's some parents have been put under considerable pressure to agree to educational placements unsuitable for their children. Parents wanting integration for either the full day or significant portions of the day are meeting with much resistance from some members of IPRC's.

These IPRC members are pushing very aggressively for segregated placements, even when they are unable to demonstrate such placements would be suitable for the students. Indeed, their position often flies in the face of overwhelming evidence of the child's growth in an integrated setting, supplied not only by the parents, but also by professionals from within the school and from Chedoke-McMaster Hospitals.

It has sometimes been admitted that the move to segregation stems from the cutback of educational assistants.

Recommendation #6

We recommend that the board review and amend its policies and procedures respecting IPRC hearings so that parents who want integration for their children are not dealt with in an adversarial manner.

IV. Registering Children at School

Some parents of young children with autism/PDD are not being welcomed when they try to register their children at school.

One mother was told that her child's name would be put on a waiting list, and if space became available in the class, she would be contacted. Space was available, though she was never contacted.

Recommendation #7

We recommend that the board direct staff to formulate policy dealing with registering children with exceptionalities to ensure equal opportunity for all children, including those with special needs.

Please convey these concerns and recommendations to SEAC on our behalf.

Yours sincerely,

Islyn Allen
ISLYN ALLEN

Lee Dermody
LEE DERMODY

F A Dermody
F A DERMODY

Mr + Mrs. P. Myers.
PATRICK + DEBBIE MYERS

Sally + Mike Nikolic.
SALLY + MIKE NIKOLIC

S. Zdero + M. Zdero
Svetlana Zdero Mike Zdero

Rodger Ives + Jill Ives
RODGER IVES JILL IVES

Angela Amella & Giuseppe Amella
Angela Amella & Giuseppe Amella

Elizabeth Gallo & Chris Gallo

ELIZABETH GALLO & Chris GALLO

Harriet Joldersma
Harriet Joldersma

J L Coombs
JANET COOMBS

Tejwant Khaggura
Tejwant Khaggura

Dianne Clark.

Janice Stanhope
JANICE STANHOPE

Mr Mrs A Petrie
A Petrie

AGENDA

PROGRAM COMMITTEE

1993 10 07

Confirmation of the minutes of the regular meeting of 1993 09 02 and special meeting of 1993 09 23.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on the Review of Behavioural Exceptionality (B.E.) and Specific Learning Disability (S.L.D.) Secondary School Students (OMC March 1993 Report of the Special Education and Advisory Committee) — Pages 1 to 2

NEW BUSINESS:

* 1. Hamilton-Wentworth School/Library Task Force - requested by Trustee Allen — Pages 3 to 9

2. Status Report on the Action Team Recommendations — Pages 10 to 41

   .Adult and Continuing Education
   .Special Education
   .Staff Development
   .Program Accountability
   .Development and Implementation

** 3. Section 27 Programs — **Pages 42 to 44**

   .Family Services Youth Centre
   .Chedoke-McMaster Hospitals/McMaster University Medical Centre

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Status Report on the Action Team Recommendations — Pages 10 to 41

   .Compensatory Education
   .English as a Second Language/English Skills Development
   .Alternative Education

2. Verbal Update on Destreaming

***Special Board meeting to follow**
****In addition to Agenda distributed**

Date: 1993 10 07

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program
M. Bountrogianni, Chief Psychologist
J. Tomlinson, Special Education Co-ordinator

Re: OMC March 1993 Report of the Special Education Advisory Committee

Report: Information

BACKGROUND INFORMATION

On February 17, 1993, a report was presented to the Special Education Advisory Committee by members of the Psychological Services Department. The report focused on student psychological profiles and student achievement in secondary schools. The report found that 68.6% of the credits taken by students with behavioural exceptionalities are taken at the basic level. As well, 26.6% of the credits taken by students with specific learning disabilities are taken at the basic level. Research Services data reports that 11% of the credits taken by students not officially identified as exceptional are taken at the basic level.

In response to these findings, the following motion was passed by SEAC:

> "SEAC is deeply disturbed to find that Behavioural Exceptionality and Specific Learning Disability students are dramatically over represented as achievers of Basic secondary credits, given their intellectual profiles."

SEAC requests that the Board review the following:

(i) the appropriate role and referral process to vocational secondary schools
(ii) the support provided in secondary schools for BE and SLD students and,
(iii) the role for a specialized BE program (additional) at the secondary school level

This motion was included as part of the Report of the Special Education Advisory Committee to the Operations Management Committee on 1993 03 09 and was approved.

ISSUE:

To provide information to trustees related to the SEAC motion.

RECOMMENDATION:

That this report be received for information.

RATIONALE:

The following practices presently in place address the SEAC motion:

- the role of vocational schools is under review in conjunction with the proposed closure of Ainslie Wood and Crestwood.
- learning resource teachers are available in the secondary schools, to assist in programming for students with Behavioural exceptionalities and with Specific Learning Disabilities.
- guidance counsellors are available in secondary schools for teacher, parent and student consultation.
- adjustment counsellors are available in secondary schools for teacher, parent and student consultation.
- Psychological Services consultants are available for assessment and consultation.
- a self-contained system class for students with identified Specific Learning Disabilities opened in September of 1993 at Delta Secondary School. This program is being closely monitored and evaluated by Special Services personnel of the Program Department.
- a review process was implemented in 1988 with the input of Psychological profiles of Exceptional Students into a database. Since 1991 this database and the Special Education Database (SIS) have been used to track the educational achievement of all exceptional students.

The following practices intended for future implementation will further address the SEAC motion:

- the process whereby students are referred to Vocational Schools will be monitored and modified through the Transition Years Initiatives.
- existing programs for students with Specific Learning Disabilities and for students with Behavioural Exceptionalities at the elementary level will continue to be reviewed systematically, in conjunction with the Common Curriculum/Learning Outcomes in order to investigate program effectiveness in preparing students for secondary school.
- a similar process will review program effectiveness at the secondary school level, in conjunction with the implementation of the Common Curriculum and the Learning Outcomes.
- an interim report will be presented to SEAC in the Spring of 1994.

Date: 1993 10 07

To: Chairman and Members
Program Committee

From: Bert Allen, Trustee
G. Whyte, Partners In Action Consultant

Re: Hamilton-Wentworth School/Library Task Force

Report: Information/Decision

Background

The Ontario Library Association report "***Helping Over One Million Young People Realize a Dream***" outlined the following need for co-operation between public libraries and school libraries:

> "Curriculum initiatives are sending students on increasingly complicated and sophisticated searches. School and public libraries are already, in many instances, unable to cope with student needs and parents' expectations. Yet the demands of the curriculum and of the work place continue to require more information resources. Initiatives to make information more available to young people across the province are urgently needed."

In response to the Ontario Library Association report, the Hamilton Public Library invited representatives from public library boards and trustees, administrators and librarians from the school boards in the Hamilton-Wentworth area to meet to discuss the potential for co-operation and partnership to meet the needs of our young people.

The first meeting of the Task Force of representatives was held in April 1992. A list of Task Force members is included in **Appendix I.**

Philosophy

Both School and Public Library Boards in the Hamilton-Wentworth area are entrusted with serving our young people through supporting the principle of continuing education and personal life enhancement. Working together, the Task Force can be a significant catalyst for furthering these principles. In these difficult times, co-operation can only help our respective organizations to do more with the limited resources available to them.

Mandate

The mandate of the Task Force is to investigate and recommend possible co-operative projects and resource sharing initiatives that will support the learning needs of young people and encourage independent learning.

Goal

The goal is to create a partnership between school and public libraries that will empower youth through the accessibility of information, to be independent thinkers and learners. The end result will be a tightly woven set of public and school library experiences that will continually reinforce each other and thus encourage the life-long learning process.

Issue

To share with trustees a progress report of the Task Force **(Appendix II)**

To determine trustee approval for the objectives of the Task Force **(Appendix III)**

To determine trustee approval for the Proposed Statement of Mutual Expectations **(Appendix IV)**

Recommendations

1. That the Task Force Progress Report be received for information.
2. That the objectives of the Task Force be approved
3. That the Statement of Mutual Expectations be approved.

Rationale

Community partnerships and co-operation provide significant venues to use limited resources efficiently and effectively in meeting the needs of our young people. Understanding and clarification of roles and responsibilities foster these relationships in consolidating functions and avoiding duplication of services. Co-operation between school and public library services helps students understand the importance of libraries, library services and life-long learning

APPENDIX I

- SCHOOL LIBRARY TASK FORCE MEMBERS -

Mr. Bert Allen, Trustee
Hamilton Board of Education
66 Procter Blvd.
Hamilton, Ontario L8M 2M4

Ms. Linda Helson, Citizen
OSLA President and Ancaster
High School Teacher-Librarian
374 Jerseyville Road West
Ancaster, Ontario L9G 3A8.

Mr. Bill Stevens, Chairperson
Dundas Public Library Board
18 Ogilvie Street
Dundas, Ontario L9H 2S2

Mr. Nich Dowhaniuk, Trustee
Hamilton-Wentworth Separate School Board
90 Mulberry Street
Hamilton, Ontario L8R 2C8

Ms. Carol Pitt, Superintendent
Hamilton-Wentworth Separate School Board
90 Mulberry Street
Hamilton, Ontario L8R 2C8

Ms. Carolyn Cornale, Trustee
Hamilton-Wentworth Separate School Board
90 Mulberry Street
Hamilton, Ontario L8R 2C8

***Ms. Elizabeth Bond, Superintendent**
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario L8N 3L1

Ms. Alaina Muhlstock, Trustee
Wentworth County Board of Education
357 Wilson Street East
Ancaster, Ontario L9G 2C1

Ms. Heather Bullock, Trustee
Wentworth County Board of Education
357 Wilson Street East
Ancaster, Ontario L9G 2C1

Mrs. Margaret MacGillivray, Trustee
Hamilton Public Library Board
40 Tuxedo Avenue South
Hamilton, Ontario L8K 2R6

Mrs. Helen Benoit
Co-ordinator Youth Services
Hamilton Public Library
55 York Blvd.
Hamilton, Ontario L8R 3K1

Mrs. Judith McAnanama
Chief Executive Officer
Hamilton Public Library
55 York Blvd.
Hamilton, Ontario L8R 3K1

Mr. Peter Rodgers, Chairperson
Hamilton Public Library Board
55 York Blvd.
Hamilton, Ontario L8R 3K1

Mr. Bob Philip, Trustee
Hamilton Public Library Board
27 Claremount Drive
Hamilton, Ontario L9C 3N3

Mr. Ian Calbick
Chief Executive Office
Wentworth County Public Library Board
60 Sanders Blvd.
Hamilton, Ontario L8S 3J8

Ms. Dawn Bryden, Chief Librarian
Dundas Public Library
18 Ogilvie Street
Dundas, Ontario L9H 2S2

***Giselle Whyte,**
Partners in Action Consultant-(represents Betty Bond on this committee)
100 Main Street West, Hamilton, Ontario L8N 3L1

APPENDIX II

Schools/Public Libraries Co-operation Task Force - Progress Report -

To reach this Task Force goal, the following model was formulated and adopted by the Task Force:

1. Discussion of possible goals and objectives.

2. Brainstorm potential areas for co-operation

3. Categorize suggestions under headings such as resources, services, technology and personnel.

4. Formation of Focus Sub Groups which:

   4.1 Took suggestions from one category and assessed its major benefits and obstacles

   4.2 Selected one or two areas which had the greatest potential and developed an action plan for developing a firm proposal

5. Presentation of action plans to the Task Force

6. Inter-institutional committees struck to carry out action plans and bring back firm proposals to the Task Force.

The brainstorming session was successful and many ideas were generated. Nine categories were identified for possible follow-up:

1. Training/Professional Development
2. Marketing (Special Events)
3. Networking (People and Technology)
4. Collection Planning
5. Finance
6. Curriculum (Educational Needs of Students)
7. Government
8. Facilities
9. Services

After some discussion, two areas were identified for co-operative projects:

(i) Marketing
(ii) Collection Planning.

The marketing proposal suggested was the concept of a joint Library Day/Week. A feature speaker would be invited and a reception held to ensure that public library and school staff, administrators and trustees would have an opportunity to meet each other and focus on common concerns. There was discussion regarding the availability of joint Ministry funds for co-operative projects through the Ontario Library Association Task Force on Co-operation Between Public and School Libraries. The collection planning ideas were wide ranging and the proposals need additional refinement. One area for follow-up included the increased sharing of holdings information in order to improve accessibility.

The meeting ended with the request for a progress report, objectives and a proposed statement of mutual expectations that would be shared by the committee representatives with their respective boards.

HAMILTON WENTWORTH AREA PUBLIC LIBRARY/SCHOOL LIBRARY TASK FORCE OBJECTIVES

TO FOSTER CO-OPERATION AMONG THE VARIOUS GOVERNING BODIES RESPONSIBLE FOR LIBRARY POLICY, STAFF AND RESOURCES IN THE HAMILTON-WENTWORTH AREA

TO FOSTER A BETTER UNDERSTANDING OF THE VARIOUS ROLES AND RESPONSIBILITIES OF OUR PARTNERS

TO SERVE AS A CATALYST AND FACILITATING BODY FOR CO-OPERATIVE VENTURES WHICH MAY ENHANCE OUR LIBRARIES AND OUR SERVICES AND ALSO HELP TO CONSOLIDATE FUNCTIONS TO AVOID UNNECESSARY DUPLICATIONS

TO PROMOTE THE IMPORTANCE OF LIBRARIES, LIBRARY SERVICE AND LIFE-LONG LEARNING IN OUR AREA

APPENDIX IV

HAMILTON-WENTWORTH AREA PUBLIC LIBRARY SYSTEMS/
HAMILTON-WENTWORTH AREA SCHOOL BOARDS

PROPOSED STATEMENT OF MUTUAL EXPECTATIONS

PURPOSE

This proposed statement of mutual expectations outlines and defines the role of the Hamilton-Wentworth Area's Public Library and School Board Systems in providing library services for school age young people.

GENERAL STATEMENTS

1. Both School and Public Library Boards are entrusted with serving our young people through supporting the principle of continuing education and personal life enhancement.

2. Every young person warrants the best library services possible and the services of professionally prepared and dedicated staff in our School and Public Library Systems. Each System provides these resource professionals to the fullest extent possible.

3. Teachers, teacher-librarians and public librarians are committed to improving the extent and quality of use of books, media and information retrieval technology by young people.

4. Schools are responsible for the formal education of youth and adults. Through school libraries and resource-based programming, schools are responsible to provide a wide variety of learning resources for the delivery of curriculum, and for promoting and improving independent learning. Facilitated by computer technology, teacher-librarians teach information and problem-solving skills and respond to a growing range of recreational interests, abilities and reading levels of students. The first stop for all research assignments should be the teacher-librarians and the school library.

5. Public libraries are mandated to provide in the broadest sense, informational, recreational, and cultural services to all residents who pay taxes to support the library systems or non-residents where co-operative arrangements exist. Public libraries complement the resources and services of the school systems, and thus are not expected to be the prime providers of curriculum materials in quantities or to be able to respond to specialized requests for instructional materials. Public libraries purchase school related materials when they are of use to the general reader or for informal self-directed learning. They also provide material for adult learners and programs for people with special needs.

6. The Public Library and School Systems in the Hamilton-Wentworth area work together to foster an interest in and promote the enjoyment of books and reading and this encourages a lifelong desire to read. The success of this partnership is dependent upon mutual respect, good communications, and an understanding of each other's role and responsibilities.

7. The Public Library and School Systems support collaboration and increased resource sharing among school and public libraries.

PROGRAM DEVELOPMENT

1. The committee will initiate co-operative programs. At least two joint initiatives will be planned each year. The Co-ordinator of Youth Services at the HPL will circulate a progress report at the end of each school year based on input and reports submitted by designated committee members.

PROGRAM IMPLEMENTATION

1. Greater interaction between professionals in both school and public libraries should lead to better understanding of roles, responsibilities and resources.

2. Communication among the teachers, teacher-librarians and public librarians will allow for advance notice and the opportunities for planning student assignment needs. Teachers should become familiar with school and public library resources. It is the teacher-librarian's responsibility to provide initial library service to teachers and students.

3. Each public library branch designates a staff person for liaison with elementary and secondary schools in the catchment area.

PROGRAM PROMOTION

1. It is the responsibility of the Public Library and School Library Systems to make teachers aware of the services available from and particular to each agency.

2. The Public Library Systems determine the extent to which they wish to advertise through the School Boards for each Public Library program.

COMMUNICATIONS/INFORMATION EXCHANGE

1. The School Boards annually provide a current list of all schools, principals and teacher-librarians; the Public Library Systems annually provide current lists of all branches, branch managers and youth services librarians.

2. The staff person responsible for Youth Services and the teacher-librarians meet at least once a year. This is a mutual responsibility on the part of both parties.

3. Certain courtesies are expected when teachers require students to make use of either the school or a public library. Appropriate behaviour by students is expected in all libraries at all times. Difficulties should be dealt with at the local school and branch levels.

1993 Sept. 20
GW:Ssp

Date: 1993 10 07

To: Chairman and Members
Program Committee

From: Elizabeth G. Bond. Superintendent of Program

Re: Status Report on the Action Team Recommendations

Report: Information

Background

The document ***Program Priorities for the 90's*** was presented to Development Committee on 1991 03 07 and was approved by the Board on 1991 03 21.

The contents of this document formed the basis for the development of Action Teams which consisted of trustees and staff members from across the system.

The purpose of the Action Teams was to review existing programs, to seek out current research regarding these programs, to learn about programs in other boards and to make recommendations for future program directions.

The Action Team members formulated recommendations based upon their findings which were presented to Development Committee and trustees for approval as follows:

Action Team Report	Development Committee	Number of Recommendations
Adult and Continuing Education	May 2, 1991	40
Special Education	March 5, 1992	15
Compensatory Education	May 11, 1992	14 (6 pending further investigation)
Staff Development	June 4, 1992	9
Program Accountability	October 1,1992	4
English as a Second Lang./ English Skills Development	November 5, 1992	8
Development and Implementation	November 5, 1992	2
Alternative Education	December 3, 1992	12

In total 104 recommendations were presented to Development Committee. Ninety-Eight (98) recommendations were approved with 6 recommendations still pending further review and investigation.

During the 1992-93 school year the Program Management Committee (PMC) was established to facilitate communication and to co-ordinate program delivery in the system. One of the functions of the Program Management Committee was to review the implementation status of the recommendations for each Action Team report and to co-ordinate planning for future implementation.

The following status report of the Action Team Recommendations is the result of PMC deliberations. ***(Appendix I, II)***

Issue

To share with trustees the status of the recommendations of the Action Team Reports and plan for future direction in implementation.

Recommendation

That the Status Report on the Action Team Recommendations be received for information.

Rationale

Ninety-eight (98) Action Team recommendations were approved by the Board. ***(Appendix I)***

The Summary of the Status of Action Team Recommendations ***(Appendix II)*** indicates the following:

20 are in the Review Stage
11 are in the Development Stage
47 are in the Implementation Stage (well along the way or have been implemented)
3 are in the Beginning Stage of Implementation
12 are at Various Stages of Implementation
5 are Not Implemented (4 due to budgetary restraints)

*(Note: 6 in the Compensatory Education Report still require investigation.)

During the review of the status of the Action Team Reports during the 1992-93 school year four significant issues surfaced which have affected and/or may affect the successful implementation of the Action Team recommendations in the future. ***(Appendix III)***

1) Budget restraints and deployment of financial and staff resources.

2) The Board restructuring report to be presented to the trustees by the Director in November 1993 for September 1994.

3) The implications of Ministry of Education thrusts related to The Common Curriculum Grades 1 - 9 and the results of the Royal Commission on Learning.

4) The responsibility for co-ordination of the Action Team recommendations.

Appendices

I Summary of Status of Action Team Recommendations

II Status of Action Team Report

III Significant Issues Related to the Successful Implementation of the Action Team Report Recommendations

Summary of Status of Action Team Recommendations

Action Team Report	Review	Development	Implementation	Beginning Implementation	Various Stage Implementation	Not Implemented
Adult & Continuing Education (40)		3	33			4
Special Education (15)	2	2	2	2	7	
Compensatory Education (8) (6 pending further investigation)	5		1		2	
Staff Development (9)	5		1		2	1
Program Accountability (4)	2	2				
E.S.L./E.S.D. (8)		3	4		1	
Development & Implementation (2)			2			
Alter Education (12)	6	1	4	1		
TOTAL	20	11	47	3	12	5

Revised
93/09/22

STATUS - ACTION TEAM REPORTS

ACTION TEAMS	DATE PRESENTED TO DEVELOPMENT
Adult and Continuing Education	May 2, 1991
Special Education	March 5, 1992
Compensatory Education	May 11, 1992
Staff Development	June 4, 1992
Program Accountability	October 1, 1992
English as a Second Language/English Skills Development	November 5, 1992
Development and Implementation	November 5, 1992
Alternative Education	December 3, 1992

REPORT: **Adult and Continuing Education Development Committee May 2, 1991**

RECOMMENDATIONS	
1) Recommendation The average class size of summer school secondary school credit courses be established at twenty (2) with a minimum class size of fifteen (15); however, where a course has implications for graduation, the principal of Adult and Continuing Education be permitted to use his/her discretion related to the course offering.	- Implementation Summer, 1991
2) Recommendation The number of summer school sites be reduced from three (3) to two (2) with a fulltime equivalent supervisor at each location.	- Implementation Summer, 1991
3) Recommendation A guidance counsellor be assigned to each summer school site for the first week of the program at a rate of pay consistent with the instructional rate for qualified teachers.	- Implementation Summer, 1991
4) Recommendation An elementary summer school program including Remedial Mathematics Skill Building, Reading Development Skill Building and English as a Second Language be re-introduced. The recommended configuration would entail two sites in the lower city and one in the upper city.	- Not implemented - Budgetary restrictions for additional staff

REPORT: **Adult and Continuing Education Development Committee May 2, 1991**

RECOMMENDATIONS	
5) Recommendation The exemplary Heritage Language programming for elementary students be maintained.	- Implementation - A growing program - Non credit for elementary students - 15 sites - elementary/secondary locations
6) Recommendation The opportunity for secondary school students to obtain third language credits at summer school and/or night school be made available under the new Ministry of Education's International Language guideline.	- Implementation - Hebrew - Serbian - Portuguese - Greek - Korean planning stage for 1993 - 94 implementation
7) Recommendation The average class size of evening school credit courses be established at twenty-four (24) with a minimum class size of fifteen (15).	- Implementation September, 1991
8) Recommendation The number of evening school credit sites be maintained at four (4) with one site being for Ontario Academic Credits (OAC)	- Implementation - Credit sites - Delta, Westdale, Westmount (grade 9 -12) - Scott Park (O.A.C.)
9) Recommendation A day time student be permitted to take a night school credit(s) with the permission of his/her day school principal given the following criteria: the course is not available at the day school; or the course is not accessible in the student's timetable; or the student is taking his/her last credit; or there are exceptional circumstances requiring special consideration.	- Implementation

REPORT: **Adult and Continuing Education Development Committee May 2, 1991** Pg. 3

RECOMMENDATIONS	
10) Recommendation Given the current rate of immigration, there is a need to develop a comprehensive plan to raise community awareness of the availability of credit and non-credit courses offered by this Board.	- Implementation - Advertising, public relations - Gord Neufeld - Credit secondary locations - Neville Nunes
11) Recommendation The number of day time and evening Adult English Second Language locations throughout the community be expanded on a cost recovery basis. Initial new proposed locations to be identified by November 1991.	- Implementation - Present locations - Briarwood, Rygiel Home, Philpott United Church - New site - James Street Baptist Church - All E.S.L. - non credit - Free
12) Recommendation An adult Assessment Centre be established to deal with the assessment and placement of Adult English Second Language clients on a continuous intake basis.	- Not implemented - Budgetary restrictions for additional staff
13) Recommendation The current practice of allocating staff for adult lines be continued and that the norm for class size be established at twenty (20) students; however, in initiating a new course the minimum class size be established at fifteen (15) students.	- Implementation through Superintendents of Schools & Principals of Secondary Schools
14) Recommendation Adults be encouraged to take at least two credits concurrently.	- Implementation - Adults are "encouraged"

REPORT: Adult and Continuing Education Development Committee May 2, 1991

RECOMMENDATIONS	
15) Recommendation Opportunities be increased to allow adult learners the possibility of taking academic credits in regular secondary school settings. Where possible this should be in adult dedicated sections but combined with regular day school students where necessary.	- Implementation through Superintendents of Schools & Principals of Secondary Schools - No adult credit courses at Briarwood
16) Recommendation It is expected that Adult Basic Education (A.B.E.) programs will be established on a cost recoverable basis in terms of salaries and instructional supplies.	- Implementation at Briarwood
17) Recommendation The start-up expectations for an A.B.E. class should be established at a minimum of eight (8) students and a maximum of ten (10) on the fourth (4th) class of the session.	- Implementation September, 1991
18) Recommendation Additional A.B.E. sites be established in the east end of the lower city and where possible, sites be situated in close proximity to the availability of grade nine (9) and ten (10) core credit programs.	- Implementation at Briarwood only - Budgetary restrictions
19) Recommendation It is expected that the fee structure for General Interest Courses be established on a cost recoverable basis in terms of salaries and instructional supplies and that the number of sessions being offered be reduced from three shorter sessions to two longer ones.	- Implementation September, 1991

REPORT: Adult and Continuing Education Development Committee May 2, 1991 Pg. 5

RECOMMENDATIONS	
20) Recommendation The average class size by centre for General Interest Courses be established at sixteen (16) with a minimum class size of twelve (12).	- Implementation
21) Recommendation The number of evening locations for General Interest Courses be reduced from nine (9) to eight (8) with the closing of the Sir Winston Churchill site.	- Implementation - Closed Sir John A. MacDonald & Churchill - Reduced Westmount program by 1/2 (4 nights to 2 nights) - Present sites - Delta, Scott Park, Westdale, Glendale, Barton, Westmount (reduced)
22) Recommendation Additional daytime sites for General Interest Courses be established in the east end of the lower city.	- Implementation - Briarwood - 320 registrants - Allenby - 40 registrants
23) Recommendation The existing program for Correspondence/Self-Study at the Southview and McIlwraith Adult Learning Centre be restructured.	- Implementation - Southview closed - September 1992 - McIlwraith (Marty Karl) - 2 classrooms operating (70 on roll) - Need for expansion - Present offering at Briarwood (500 on roll)
24) Recommendation Sufficient staff be employed through the summer in order to provide program continuity for those adults wishing to pursue existing career goals.	- Implementation - Southview closed - Restructing (see #23)
25) Recommendation No Ontario Academic Credits be offered in this program.	- Implementation

REPORT: Adult and Continuing Education Development Committee May 2, 1991

RECOMMENDATIONS	
26) Recommendation Alternative and/or supplementary curriculum materials be sought or developed which will address the wide variety of adult learners' needs and learning styles.	- Implementation - Limited implementation within budget restraints
27) Recommendation Adults entering this program be strongly encouraged to take a credit or half-credit in "Personal Life Management" under the Guidance 1984 guideline.	- Implementation - NMTIG1 - Personal Life Management
28) Recommendation An overall philosophy and mission statement be established for each program under the Adult and Continuing Education umbrella within the framework of the Board's Mission and Vision Statements.	- Development
29) Recommendation Every effort be made to facilitate an atmosphere of co-operation among the three Boards of Education, Mohawk College and various community agencies as it relates specifically to Adult and Continuing Education.	- Implementation - High degree of co-operation
30) Recommendation An Advisory Council made up of community representatives, Trustees and Board Officials be established to advise on the development of Adult Education programs	- Development

REPORT: **Adult and Continuing Education Development Committee May 2, 1991** Pg. 7

RECOMMENDATIONS	
31) Recommendation Strong initiatives be developed related to staff development activities for those employees engaged in the teaching of adults across the many program offerings of this Board.	- Development
32) Recommendation The Fairview Adult Learning Centre be closed and existing programs housed at alternative sites.	- Implementation - Closed June 1991
33) Recommendation An Adult Learning Centre be established for the purpose of offering A.B.E., E.S.L. and General Interest Courses in the facility presently known as Briarwood Secondary School.	- Implementation Fall 1991
34) Recommendation An "Adult Assessment" component be established as part of the mandate for the Briarwood Adult Education Centre in order to deal effectively wit the assessment, placement, orientation and program needs unique to adult learners.	- Not implemented - Budgetary restrictions for additional staff

REPORT: **Adult and Continuing Education Development Committee May 2, 1991** Pg. 8

RECOMMENDATIONS	
35) Recommendation The Adult and Continuing Education Department be restructured in order to accommodate the effective operation of the program as defined in this report. Further that the present role of Consultant be changed to Administrator of Adult Centres and the role redefined in keeping with the new set of responsibilities. The job of Administrative Assistant (non academic) be advertised to replace the job of Coordinator of Continuing Education.	- Implementation - Downsizing to: 1 Principal 1 Administrative Assistant 2 Secretaries 1 Administrator (position deleted effective June 1993)
36) Recommendation A longitudinal study be established by the Adult and Continuing Education Department in conjunction with the Research Department to ascertain those factors which contribute to the high attrition rates for night school, adult day school and summer school programs.	- Not implemented - Discussion stage
37) Recommendation It is recommended that an annual report be prepared for each April providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.	- Implementation

REPORT: **Adult and Continuing Education Development Committee May 2, 1991** Pg. 9

RECOMMENDATIONS	
38) Recommendation The Principal ensure that for any credit program offered, Ministry of Education and Board guidelines for instruction and evaluation are followed.	- Implementation
39) Recommendation The Principal of Adult and Continuing Education develop a plan with the Assistant Superintendent of Program to provide the necessary curriculum support for credit courses offered under the auspices of the Adult and Continuing Education Department.	- Implementation
40) Recommendation Specific plans be developed to actively communicate to the public at large the variety of program offerings and modes of delivery available to them through the Board of Education for the City of Hamilton.	- Implementation - Neufeld Public Relations - Newsletters to community

REPORT: **Special Education Action Team** Development Committee, March 5, 1992 Pg. 1

RECOMMENDATIONS	
1) Recommendation The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school.	- Beginning implementation - Need for consistent message and procedure related to DART and IPRC process
2) Recommendation Resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom.	- Ongoing implementation through Program (curriculum & special education) consultants & coordinators, speech and language pathologists, psycho-educational consultants, adjustment consultants/social workers support and educational assistants - Need to plan to review school needs across the system and appropriateness of curriculum and resources in classrooms.

3) Recommendation
It is essential that a range of programs be provided given the unique and varying needs of the student population.
	- Various levels of implementation:
	  - ongoing implementation at elementary level
	  - beginning implementation at secondary level re: gifted, sld, vocational renewal
	- Need for inservice to teachers regarding curriculum, modification and delivery and exit criteria

4) Recommendation The school Diagnostic & Resource Team must function through a problem solving process which enables the school to access resources for individual students.	- Various levels of implementation in schools across the system - Need for plan to achieve full implemenation in 3 year period with inservice to principals to include parents in the process. (see recommendation #5)

REPORT: Special Education Action Team Development Committee, March 5, 1992

RECOMMENDATIONS	
5) Recommendation Parents must be viewed, and be encouraged to view themselves, as contributing and worthwhile members of the school team attempting to provide the best possible level of service and communication on behalf of each individual student. Moreover, it is seen as essential that there be increased coordination between the school and the community at large.	- Various levels of implementation in schools across the system - Need for principal and staff inservice (see Recommendation #4)
6) Recommendation A person must be identified to coordinate the information and services concerning each student involved in the D.A.R.T. process.	- Various levels of implementation in schools across the system - Need for tracking procedure to ensure follow through
7) Recommendation There is a clearly identified need to establish system expectations that will provide a framework for program and service delivery responsibility within the areas and schools.	- Development

REPORT: Special Education Action Team Development Committee, March 5, 1992

RECOMMENDATIONS	
8) Recommendation There is a need to coordinate the special education and services functions at the system level with the special education and services functions at the area and school levels.	- Present co-ordination through PMC, Program Department Meetings and Area Principals Meetings, Special Education and Program Consultants Meetings - Roles, responsibilities and lines of reporting under review - Pending Senior Management discussions re: restructuring & Director's report to trustees in November, 1993 (see Program Accountability Action Team Report)
9) Recommendation Social emotional needs for all students, including Exceptional students, must be addressed through curriculum review, development and implementation.	- Various stages of implementation in schools - Central and area adjustment services and psycho-educational staff work with central Program department staff in this process
10) Recommendation A cumulative profile of student information will be compiled through the effective tracking of interventions and student strengths and needs.	- Beginning implementation - Need for review of existing information and procedures in conjunction with Bob Chapman - Evaluation, Assessment and Reporting Special Assignment - Pending Ministry requirements for student profiles
11) Recommendation A review of our existing assessment processes within the full range of Exceptionalities must be conducted.	- Implementation - Completed by Psychological Services (summer 1992) and presented to SEAC (December 1992) and Development Committee (January 1993)

REPORT: **Special Education Action Team** Development Committee, March 5, 1992

RECOMMENDATIONS	
12) Recommendation A clear definition of the roles and functions of support staff must be developed as a result of the restructuring of program delivery.	- Under review - Pending Senior Management discussions re: restructuring and Director's presentation to Trustees in November 1993
13) Recommendation Staff development and inservice must be a priority to support the restructuring of program delivery	- Various levels of implementation across the system
14) Recommendation An evaluative process within the framework of program accountability must be developed to ensure improved student learning outcomes.	- Development stage - To be included in the responsibilities of the Bob Chapman, Special Assignment: "Evaluation, Assessment and Reporting" in collaboration with school, area and program department staff
15) Recommendation As a system we must undertake an active role to increase school and community awareness and understanding of this philosophy and these beliefs statements.	- Various levels of implementation

REPORT: Compensatory Education Action Team Development Committee - May 11, 1992

RECOMMENDATIONS	
1) ***Recommendation:*** That *literacy* remain a priority for all disadvantage/at risk learners.	- Under review - Refer to Literacy Committee report
2) ***Recommendation:*** That the need for exemplary programs and strategies for disadvantaged/at risk learners be directly linked to *life skills.*	- Various levels of implementation across the system - Ongoing through partnerships and social agencies
3) ***Recommendation:*** That disadvantaged/at risk learners receive *support for their social-emotional needs* through all programs.	- Various levels of implemenation in schools across the system (social workers, guidance counsellors) - Refer to Special Education Action Team Report
4) ***Recommendation:*** That at the secondary school provision be made for *flexible program scheduling* to better meet the needs of and retain the disadvantaged/at risk learners.	- Under review - Refer to Retention Committee Implementation Plan, Alternative Education Action Team Report and Transition Years Implementation Plan

REPORT: Compensatory Education Action Team Development Committee - May 11, 1992

RECOMMENDATIONS	
5) ***Recommendation:*** That working with compensatory education population be viewed as providing *positive professional growth* experiences for administration and staff and that recognition be given to stability within the staff.	- Under review with Superintendent of Human Resources Superintendents of Schools and Principals
6) ***Recommendation:*** That *professional growth opportunities and programs* be provided *in conjunction with the Program Department*, to address the needs of staff working with disadvantaged/at risk learners.	- Under review - To be reviewed by Vic Lepp (see recommendation #7)
7) ***Recommendation:*** That the Superintendent of Program designate an appropriate person to perform coordinating *functions for Compensatory Education initiatives.*	- Implementation - Vic Lepp assumes this responsibility in September, 1993
8) ***Recommendation:*** That a person from the Compensatory Education Action Team work on Phase II - the Community Stand - of the Student Support Services Action Teams.	- Under review by Vic Lepp
* 9) - 14) TO BE REVIEWED BY	VIC LEPP

ACTION TEAM STATUS REPORT

REPORT: Staff Development Action Team Development Committee June 4, 1992

RECOMMENDATIONS	
1) Recommendation Staff development initiatives based on identified needs should be planned, on-going and accountable. Individual, site, area and system plans, therefore, must have a staff development component.	- Implementation at various levels through school plans, area plans and system plans.
2) Recommendation Personnel within the organization need to become familiar with and participate in the team building process.	- Under review
3) Recommendation Existing leadership development programs should be reviewed.	- Under review
4) Recommendation A process for coordinating staff development initiatives should be developed through the Staff Development Department.	- Under review

REPORT: Staff Development Action Team Development Committee June 4, 1992

RECOMMENDATIONS	
5) Recommendation The feasibility of creating a Staff Development Centre should be investigated.	- Not implemented - Budgetary restraints a major consideration
6) Recommendation A strong commitment to staff development should be maintained through the budget process.	- Implementation
7) Recommendation The feasibility of developing a data base of employee expertise should be investigated through the Employee Information Services.	- Under review - Pending EIS implementation
8) Recommendation The feasibility of sharing staff development resources and programs with other organizations and agencies should be explored.	- Under review

REPORT: **Staff Development Action Team** Development Committee June 4, 1992

RECOMMENDATIONS	
9) Recommendation All staff development plans (individual, site, area and system) must include clear objectives with an evaluation component.	- Various levels of implementation throughout the system

ACTION TEAM STATUS REPORT

REPORT: Program Accountability Action Team Report Development October 1992

RECOMMENDATIONS	
1) Recommendation That the Director strike a committee consisting of Staff and Trustees to review the current lines of reporting, the Committee to report with recommendations by *June 1993*.	- Under review - To be addressed through Director's restructing report to Trustees November 1993
2) Recommendation That the Human Resources Department in consultation with the Program Department, Area Offices and Branch Affiliates review the current personnel evaluation models and procedures, and report to the Board with recommendations by *June 1993*.	- Development stage through Superintendent of Human Resources
3) Recommendation That the Program Department in collaboration with the Area Offices, the schools and the Branch Affiliates: - review current roles and functions of staff in program review, development and implementation and report to the Board with recommendations by December 1992. - develop a role/function model for effective program review, implementation and delivery in the '90's, together with an implementation plan, and report to the Board by December 1993.	- Implementation - Reviw report presented to trustees in December 1992 (see below) - Under review - Pending Senior Management discussions regarding restructuring and Director's presentation to trustees in November 1993. (see Special Education Action Team Report)

REPORT: **Program Accountability Action Team Report** Development October 1992 Pg. 2

RECOMMENDATIONS	
4) Recommendation That the Program Department in collaboration with the Area Offices and the schools: - review current practice in reporting student progress to parents and report to the Board with recommendations by *April 1993.*	- Development stage - Change in Ministry Policy (Common Curriculum - Grades 1 - 9) - To be prepared and presented by Superintendent of Program as a result of the work of Bob Chapman: Special Assignment "Evaluation, Assessment and Reporting".

REPORT: English as a Second Language/English Skills Development Action Team Development Nov. 1992

RECOMMENDATIONS	
1) Recommendation E.S.L./E.S.D. students should continue to be provided with intensive, partial and tutorial support for a monitored period of up to seven years after the student's registration with the Hamilton Board of Education	- Development - A new document "ESL/ESD Handbook" is being developed for validation in the fall of 1993 - Procedures addressed in the new document
2) Recommendation All E.S.L./E.S.D. students, elementary or secondary school should be served in their neighbourhood school where appropriate and appropriate resources allocated to meet student needs.	- Implementation
3) Recommendation Each school will identify an E.S.L./E.S.D. Team who will be responsible for a variety of functions.	- Implementation at various levels - Suggestions addressed in the new document
4) Recommendation In each Area an Area Committee be established.	- Development - This will provide for validation of the new document

REPORT: English as a Second Language/English Skills Development Action Team Development Nov. 1992 Pg. 2

RECOMMENDATIONS	
5) Recommendation The Superintendent of Program should review the responsibility for the E.S.L./E.S.D. Program.	- Implementation - Addressed in April P. & O. report - ESL/ESD consultant - Neville Nunes
6) Recommendation A plan must be put into place for the inservice and professional development of all staff providing service to E.S.L./E.S.D. students.	- Implementation
7) Recommendation Encourage members of visible minority groups to seek positions with the Hamilton Board of Education.	- Implementation - Ongoing through Human Resources and Neville Nunes
8) Recommendation A review of the E.S.L/E.S.D. program in Hamilton should be done on a continuous basis using a review model which ensures accountability.	- Development stage - Next review is scheduled for 1994-95

REPORT: **Development and Implementation Action Team** - Development Committee, November 1992 Pg. 1

RECOMMENDATIONS	
Board approved motions in October 1992 in relation to the Program Accountability Action Team Report: **That the Program Department, in collaboration with the Area Offices, the schools and the Branch Affiliates:** ***i) review current roles and functions of staff in program review, development and implementation, and report to the Bard with recommendations by December, 1992;*** ***ii) develop a role/function model for effective program review, implementation and delivery in the '90's, together with an implementation plan, and report to the Board by April, 1993.***	
1) Recommendation That the information gathered by the Development and Implementation Action Team be forwarded to the Superintendent of Program for consideration in developing reports to the Board by December 1992 and April 1993 respectively as outlined in the Board motions.	- Implementation - Information included in December 1992 and April 1993 reports to the trustees by Superintendent of Program
2) Recommendation That the original chairman of the Development and Implementation Action Team provide input to the Superintendent of Program for consideration in developing the reports to the Board by December 1992 and April 1993 respectively as outlined in the Board motions.	- Implementation - Information discussed with chairman of Development & Implementation Action Team prior to development of reports in December 1992 and April 1993 to trustees (See recommendation #1)

ACTION TEAM STATUS REPORT

REPORT: Alternative Education Action Team Report — Development December 3, 1992 — Pg. 1

RECOMMENDATIONS	
1) ***Recommendation*** The mandate of the program should continue to be to meet the needs of average or above average students who are at risk of dropping out of school and are not being successful in the regular program.	- Implementation
2) ***Recommendation*** The concept of our present model for elementary and secondary alternative education in Hamilton is sound and should be used as a basis for a revised model. The revisions are necessary to address a number of concerns re cost effectiveness, line responsibility and overall effectiveness of the program.	- Under review - See recommendation #1 - To be reviewed by Bryan Schofield in conjunction with Alter Education Staff and Principals re: cost effectiveness line responsibility program effectiveness
3) ***Recommendation*** The program should provide a setting to assist students to set and reach academic goals with support to deal with emotional and social problems that are often the causes for their academic shortcomings. The primary purpose is to convince students who may be at risk of ceasing their formal schooling, that there is value in academic/vocational pursuits and that learning is a life-long process.	- Implementation - See recommendation (#4) - Refer to Retention Committee Report and Secondary School Report

RECOMMENDATIONS	
4) ***Recommendation*** In order to more effectively deliver an Alternative Education service the following changes in program support should take place: • An existing Program coordinator should be given the responsibility for coordination of Alternative Education. • An Alternative Education Department Head be established replacing the existing position of Program Leader for each of the secondary Alternative Education departments. • The position of Program Leader should be maintained for the elementary programs. • An Alternative Education Implementation Team should be established to include the Program Coordinator with Alternative Education responsibilities as well as appropriate superintendents, principals, teachers, federation representatives and community delegates.	- Implementation - Bryan Schofield assumes the coordination responsibility in September, 1993 - Under review - Under review - Under review
5) ***Recommendation*** The need for additional Secondary Alternative Education sites to service each of the four areas should be carefully studied as well as the possibility of an additional Elementary Alternative Education program site on the mountain to service students in areas two and four.	- Under review - To be reviewed for input to Accommodation Committee, as appropriate

RECOMMENDATIONS	
6) ***Recommendation*** Students in the alternative program should have equity of access to resources. For secondary students, housing the program in composite secondary schools will facilitate this recommendation. Additional material resources should be made available to schools that house the elementary programs.	- Implementation through Principals and Superintendents of Schools
7) ***Recommendation*** The Program Coordinator with Alternative Education responsibility should be the person responsible for making the connections with other program areas and community agencies.	- Beginning Implementation through Bryan Schofield
8) ***Recommendation*** Social workers should be an integral part of each of the programs.	- Under review - Additional position in place for September 1993 - Need for further review re: linkage with community
9) ***Recommendation*** Admission Panels should be established. The Admission Panels should establish city-wide criteria for admissions.	- Under review - Present criteria to be reviewed through Bryan Schofield - Plans to be developed for panel membership and meeting schedules
10) ***Recommendation*** The Program Coordinator responsible for Alternative Education with the Implementation Team, should be responsible for establishing and maintaining a tracking process for students in the program, as well as for students who are no longer there. Tracking of present students should be done in concert with the department head or program leader.	- Under review - Tracking process to be reviewed - Discussions needed re: S.I.S. system

RECOMMENDATIONS	
11) Recommendation The Program Coordinator with Alternative Education responsibility should have the responsibility of establishing the linking between feeder schools and the schools and agencies that are receiving Alternative Education students.	- Development
12) Recommendation Further study should take place to: • review the Alternative Education Program in Hamilton on a continuous basis, using a model provided by the Program Accountability Team, to monitor and evaluate the program and appropriate access to intended curriculum, as well as the success of the program in meeting the needs of these at risk students. • evaluate other programs both in individual schools and board wide programs that focus on students at risk of dropping out of school, with the possibility of making the Alternative Education Program in its present format, obsolete. Look at the feasibility of programs for identified students who are at risk, as well as behavioural students for whom the regular programs are not presently being successful. • tie in other retention initiatives such as Co-op Education and SALEP and have these work in conjunction with the present Alternative Education Program. Look at the feasibility of a Primary-Junior alternative program to meet present needs at that level.	- Under review

SIGNIFICANT ISSUES RELATED TO THE SUCCESSFUL IMPLEMENTATION OF THE ACTION TEAM REPORT RECOMMENDATIONS

1. **Budget Restraints and Deployment of Financial and Staff Resources**
Substantial changes in availability of budget and deployment of financial and staff resources have occurred since approval of the Action Team recommendations. These changes have already affected the ability to implement some of the recommendations. There is an ongoing need to review priorities to determine if and how the recommendations may be implemented.

2. **Restructuring Report of the Director**
In November 1993, the Director will be bringing a report to trustees regarding possible future changes in the structure of the organization. The implications of the changes will need to be considered in the planning process for implementation of the Action Team recommendations.

3. **New Ministry of Education Policy Documents and Board Approved Reports**
The Common Curriculum Grades 1 - 9 has changed the thrust of curriculum review, development and implementation for the 90's to focus on program accountability in the form of student learning outcomes.

This direction is in keeping with the initiatives outlined in the Program Accountability Action Team Report and is integral to the outcomes specified in the recommendations of the other Action Team reports.

Therefore, several Action Team recommendations can be included in the Common Curriculum Grades 1 - 9 implementation process. Existing commonalities in the Action Team recommendations will facilitate this. Both the Transition Years Implementation Plan approved by the Board on 1993 06 03 and the Retention Action Plan focus on strategies necessary to achieve accountability for student learning outcomes.

Consequently, planning for these initiatives will have an accountability focus throughout the system to provide consistency of expectation while enabling school individuality to achieve the outcomes. This will also avoid overloading schools with duplication.

The results and recommendations of the Royal Commission on Learning will have to be considered, as well.

4. **Responsibility for Co-ordination of Action Team Recommendations**
In light of the previous issues, there is a need for co-ordination and monitoring of the Action Team recommendations to facilitate communication and to avoid duplication and gaps in a time of restraint and reduced resources.

Consequently, the following staff members have been assigned to co-ordinate the Action Team recommendations to assist in achieving this end.

Adult and Continuing Education	Bob Leedale, Principal, Adult and Continuing Education
Special Education	Dr. Janice Tomlinson, Special Education Co-ordinator
Compensatory Education	Victor Lepp, Guidance Co-ordinator (Recommendation #7)
Staff Development	Jim McCaughey, Staff Development Officer
Program Accountability	Director and Senior Management
ESL/ESD	Neville Nunes, ESL/ESD Consultant
Development and Implementation	Implemented
Alternative Education	Bryan Schofield, Adjustment Services Co-ordiantor (Recommendation #7)

1993 10 07

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program
Wendy R. Hutton, Special Education Consultant, Section 27 Programs

Re: Section 27 Programs
Family Services Youth Centre
Chedoke-McMaster Hospitals/McMaster University Medical Centre

Report: Information/Decision

ISSUE

To determine Board support to enter into an agreement to provide a full-time teacher as an expansion to the educational program at Family Services Youth Centre and a half-time teacher as an expansion to the educational program at McMaster University Medical Centre.

BACKGROUND

Family Services Youth Centre, operated under the Young Offender Act and The Child & Family Services Act, provides residential facilities for young offenders. The Hamilton Board presently has an agreement with Family Services Youth Centre to provide programs at their 1051 Upper James Street residence for Phase I youth (ages 12 to 16). The addition of the full-time teacher would bring the total number of teachers to two and one-half and would be fully funded by the Ministry.

Family Services Youth Centre, operated by Family Services of Hamilton-Wentworth Inc., is an approved facility as outlined in Section 27 of the General Legislative Grants. The additional teacher for Family Services Youth Centre would enable these youth to more fully participate in educational programs, reduce the classroom teacher/pupil ratio, provide an opportunity for them to complete school work successfully prior to returning to community schools and assist in the development of appropriate peer and group social systems. Family Services Youth Centre would provide three residential counselors to assist the teachers on a daily basis.

Chedoke-McMaster Hospital, operated under the Public Hospitals Act and Mental Health Act, currently has one and a half elementary teachers working in the Children's Hospital Division of the hospital. They presently use educational programming provided by the Hamilton Board at their 1200 Main Street West classroom. At present, the Ministry funds for one full-time teacher, and the Board funds for a half-time teacher. The additional secondary school teacher would be half-time and would be fully funded by the Ministry.

Adolescents from the psychiatry ward who would benefit from a highly structured and supervised school program are usually "thought disordered" patients (i.e. schizophrenic, suicidal) requiring some form of normalization and the school program would help alleviate some of the stigma of being "sick". Patients known as "anorexic" generally display a high standard of academic excellence and function best in a structured program. Most anorexics are unable to socialize and therefore, much of the instruction would be 1 to 1. The installation of a secondary educational component in this structured program will be an obvious advantage. The need for educational programming for these 'special' patients in the Hospital is evident and essential.

RECOMMENDATION

> That effective October 25, 1993, the education program be expanded at Family Services Youth Centre by one full-time teacher, at no cost to the Board.
>
> That effective October 25, 1993, the education program be expanded at McMaster University Medical Centre by one half-time teacher, at no cost to the Board.

RATIONALE

Since both facilities, Family Services Youth Centre and McMaster University Medical Centre are approved facilities as outlined in Section 27 of the General Legislative Grants, with Board approval of the agreement, the Ministry will pay on an annual basis, the salary of the full-time teacher at Family Services Youth Centre, as well as instructional supplies, plus the half-time teacher at McMaster University Medical Centre, as well as instructional supplies.

The estimated expenditures for a two and one-half secondary teachers at Family Services Youth Centre are:

Salary and Benefits	144,805.00
Instructional Supplies, Administrative, Consultative/Supervisory Services	6,250.00
Furniture and Equipment Allowance	3,300.00
Total	$ 154,355.00

The estimated expenditures for a half-time secondary teacher at McMaster University Medical Centre are:

Salary and Benefits	31,278.00
Instructional Supplies, Administrative, Consultative/Supervisory Services	1,250.00
Furniture and Equipment Allowance	3,300.00
Total	$ 36,278.00

The **total** financial expenditures, as noted above, **have been approved** (Appendix I) by the Ministry of Education.

APPENDIX

I Letter of Approval - Ministry of Education

Ontario

Ministry of Education and Training
Ministère de l'Éducation et de la Formation

Central Ontario Region
2025 Sheppard Ave East
Suite 3201
North York ON M2J 1W4
(416) 491-0330

Centre de l'Ontario
2025 av Sheppard est
Bureau 3201
North York ON M2J 1W4
(416) 491-0330

September 23, 1993

14 05 30

Mr. Don Goodridge
Director of Education
The Board of Education for the City of Hamilton
100 Main Street
P. O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Mr. Goodridge:

Re: Grants for Section 27

The Regional Committee met to consider Section 27 grant applications. The following revised approval was approved for 1993-94 as follows:

1. Family Services Youth Centre: 2.5 secondary teachers ($144,805), instructional supplies, etc. ($6,250), and furniture and equipment ($3,300).

2. Chedoke-McMaster Hospital: 0.5 secondary teacher ($31,278), instructional supplies, etc. ($1,250), and furniture and equipment ($3,300)

Approval information will be sent separately to the Superintendent of Business in your board. If you have any questions regarding this approval, please do not hesitate to contact me.

Yours sincerely,

Peter Baker

Peter Baker
Education Officer

AGENDA

PROGRAM COMMITTEE

1993 11 04

Confirmation of the minutes of the regular meeting of 1993 10 07.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

**	1.	Summer School 1993 Evening School Interim Report	**Pages A1 to A10**

NEW BUSINESS:

1.	Report on Special Assignment - Gifted Education	Pages 1 to 9
2.	Report of the Special Education Advisory Committee	Page 10

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1.	Transition Plan from Middle School to Secondary School for Students with Autism/Pervasive Developmental Disorders (PDD)	Pages 11 to 13
2.	Report on Standardized Testing (Canadian Achievement Test)	Pages 14 to 21
3.	Verbal Update - Destreaming: "What is Happening in the Schools"	

NEW BUSINESS:

1.	Report of the Special Education Advisory Committee	Page 10

****In addition to Agenda distributed**
For information only - to be considered at the Special Program Committee meeting on 1993 11 09

1993 11 04

TO: Members of the Program Committee

FROM: Elizabeth Bond
Superintendent of Program

RE:
- **Summer School 1993**
- **Evening School Interim Report**

REPORT: Information/Decision

BACKGROUND

- On October 13 Bob Leedale met with Don Goodridge and Elizabeth Bond to discuss the Summer and Evening School Programs.
- On October 22 a further meeting was held to discuss possible recommendations to reduce the deficit in both programs.
- On November 1 Bob Leedale met with Senior Management to present those recommendations.
- As a result of the November 1 meeting it was decided to bring those recommendations to the Trustees at this time rather than March 1994 in order to implement possible changes in February 1994.

ISSUE

To provide information to Trustees regarding the deficit position of the Summer and Evening School programs.

RECOMMENDATIONS

1. That the Hamilton Board of Education continue to offer a summer and evening program.

2. Summer School Recommendations

   (a) That we continue to offer summer school at two lower city sites for 1994.

   (b) That the minimum class size be raised from 15 to 25

3. Evening School Recommendations

   (a) That the number of evening school sites be reduced from six to four.

   (b) That the minimum class size for credit courses be raised from 15 to 20.

   (c) That the class sizes for general interest courses be maintained at a minimum of 12 and an average of 16.

   (d) That the general interest fee be raised by fifty cents an hour in two increments of 25 cents.

RATIONALE

It must be recognized that it may be impossible to offer summer and evening school credit programs on an absolute cost recoverable basis but the recommendations in this report will reduce the deficit substantially.

APPENDICES

A. Summer School 1993 Statistical and Financial Report

B. Evening School Financial Report January to June 1993

C. Barton and Delta Financial Report January to June 1993

D. Evening School Enrolment September 1993

E. Credit Courses - Revenue Analysis

PREPARED BY

Moira Donaldson - Administrative Assistant
Adult and Continuing Education

Bob Leedale, Principal
Adult and Continuing Education

SUMMER SCHOOL 1993

Registrations

	1993	1992
Hamilton Public	1469	1757
Hamilton Separate	40	131
Wentworth County	26	284
Private and Other School	45	119
Mature Students	96	121
TOTALS	1676	2412
One Subject Registration	1464	2111
Two Subject Registration	212	301
Upgrading/Repeat	958	1541
New Credit	930	1162

Summer School Summary By Course 1993

Subject	Number Enrolled	Number Withdrew	Number Who Wrote Exam	Failures
ENGLISH				
Grade 9	109	34	75	11
Grade 10	73	24	49	2
Grade 11	168	64	104	12
Grade 12	123	53	70	2
OAC	108	37	71	4
TOTALS	581	212	369	31
MATH				
Grade 9	150	57	93	10
Grade 10	169	62	107	15
Grade 11	152	36	116	8
Grade 12	109	43	66	5
OAC	103	42	61	7
TOTALS	683	240	443	45
SCIENCE				
Grade 9	52	17	35	0
Grade 10	53	14	39	1
Grade 11	36	9	27	0
Grade 12	15	8	7	2
OAC	70	25	45	1
TOTALS	226	73	153	4
BUSINESS				
Grade 11	56	17	39	1
OAC	15	7	8	0
TOTALS	71	24	47	1
GEOGRAPHY				
Grade 9	22	9	13	1
Grade 12	14	3	11	0
OAC	16	4	12	0
TOTALS	52	16	36	1
HISTORY				
Grade 9	40	12	28	5
Grade 11	18	6	12	0
OAC	44	16	28	1
TOTALS	102	34	68	6
LANGUAGES				
Grade 9	25	9	16	1

1993 SUMMER SCHOOL

REVENUE:

Grant: 125.34FTE x $2257	$282,892.38
Tuition Fees	4,643.25
	$287,535.63

EXPENDITURES:

Salaries	$290,538.34
Books/Films	220.60
Instructional Supplies	8,393.04 (est.)
Printing	1,771.71
	$300,923.69
Net Loss	($ 13,388.06)

1993 10 12

1993 SUMMER SCHOOL COMPARISON 1993/1992

REVENUE:	1993	1992
Grant: 125.34FTE x $2257	$282,892.38	167.54FTE x $2257= $378,137.78
Tuition Fees	4,643.25	14,468.28
	$287,535.63	$392,606.06
EXPENDITURES:		
Salaries	$290,538.34	412,947.82
Books/Films	220.60	24.85
Instructional Supplies	8,393.04 (est.)	4,559.08
Printing	1,771.71	1,700.22
	$300,923.69	$419,231.97
Net Loss	($ 13,388.06)	($26,625.91)

1993 10 12

Evening School
January to June 1993

CREDIT

SCHOOL	ENROLMENT
Delta	454
Scott Park	463
Westdale	229
Westmount	436

GENERAL INTEREST

SCHOOL	ENROLMENT
Barton	294
Glendale	Closed
Delta	0
Scott Park	14
Westdale	217
Westmount	178

EXPENSES

Teacher Salaries	Credit	241,438.81	
	General Interest	34,443.05	
	E.S.L.	6,133.21	
	A.B.E.	5,178.08	
			287,193.15
Supervisors			19,210.23
Secretaries			15,841.76
Registration			5,633.15
Shop Assistants			6,507.33
Principals (Day School)			1,800.00
Supplies			7,752.88
Textbooks			3,332.41
Rentals			1,278.78
			348,549.69

REVENUE

Credit	238,136.07
General Interest Fees	43,027.33
A.B.E. & E.S.L. (EST)	5,000.00
	286,163. 40

LOSS $62,386.29

Evening School

January to June 1993

DELTA

EXPENSES

Teacher Salaries	71,136.96
Supervisor	3,944.86
Secretaries	2,086.35
Registration	2,004.43
Shop Assistants	1,961.39
Principal (Day School)	360.00
Supplies	2,653.93
Textbooks	835.35
	84,983.27
REVENUE	67,168.27

LOSS $17,814.95

BARTON

EXPENSES

Teacher Salaries	12,346.06
Supervisor	3,153.60
Secretaries	2,237.56
Registration	863.98
Shop Assistants	42.95
Principal (Day School)	360.00
Supplies	1,014.57
	20,018.72
REVENUE	16,825.24
General Interest fees	

LOSS $3,193.48

EVENING SCHOOL
September 1993

CREDIT

School	Enrolment
Delta	342
Scott Park	330
Westdale	141
Westmount	314

GENERAL INTEREST

School	Enrolment
Barton	268
Glendale	184
Delta	0
Scott Park	0
Westdale	141
Westmount	197

Credit Courses --- Revenue Analysis

Teacher Salary

90 hours x 35.06 hr. (incl. V.P.) $ 3,155.40

Class Size/Revenue Scenarios

If 25 students register and complete a class Revenue = $ 5,236.24

If 15 students register and complete a class Revenue = $ 3,137.23

Actual Cases

1. AMK3G @ Delta — Revenue = $2,031.30
   18 students register
   6 completed

2. SPH4A/SPA4G @ Delta — Revenue = $ 4,198.02
   24 students started
   18 completed

3. ENG0A @ Scott Park — Revenue = $ 3,791.76
   27 students started
   11 completed

4. MFN0A @ Scott Park — Revenue = $ 2,234.43
   19 students started
   5 completed

Date: 1993 11 04

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program
Ethel Thayer, Special Assignment, Gifted

Re: Report of Special Assignment: Gifted Education

Report: Information

Background

At the April 1992 Personnel and Organization Committee meeting a proposal was presented to trustees by the Superintendent of Program to downsize program support staff and redeploy certain positions.

One of the positions redeployed was that of a Special Assignment: Gifted Education.

Following the posting and interview process, Ethel Thayer was appointed to the special assignment position at the June 1992 Personnel and Organization Committee meeting

This position was renewed for the 1993-94 school year at the May 1993 Personnel and Organization Committee meeting.

The report in *Appendix I* outlines:

- areas to be addressed as per the job posting of Special Assignment: Gifted Education,
- accomplishments for 1992-93,
- plan of action for 1993-94.

Issue

To share information with trustees regarding the accomplishments of 1992-93 and the plans for 1993-94 of the Special Assignment: Gifted Education

Recommendation

That the report of the Special Assignment: Gifted Education be received for information

Rationale

The accomplishments and plan for future action address the following:

- Gifted Action Team Recommendations
- Able/Talented/Gifted Support Personnel
- Resources for Able/Talented/Gifted in regular classes (JK-OAC)
- Curriculum
- Able/ Talented/Gifted in Regular Program
- Self Contained Gifted Classes
- Transition Years
- Use of Community Resources

ABLE TALENTED and GIFTED – An Overview

1991 — 1994

Presented by Ethel Thayer

Special Assignment: Gifted Education

Able Talented Gifted Able Talented Gifted Able Talented Gifted Able Talented Gifted Able Talented Gifted Able Talented Gifted Able

Able Talented Gifted Able Talented Gifted Able Talented Gifted Able Talented Gifted Able Talented Gifted Able Talented

ABLE/TALENTED/GIFTED - An Overview

Italics = New initiatives/developments in that year

1991-1992	1992-1993	1993-1994
1. Gifted Action Team Recommendations (i) Staffing	• *Special Assignment: Gifted Education*	• Special Assignment: Gifted Education
(ii) Program Expectations	• *Development of Document –Special Education Services – Able, Talented, Gifted.* – *Philosophy* – *Procedures* – *Program* – *Resources*	• *Development of parents' Brochure:* – *Purpose* – *Philosophy* – *Elementary options* – *Secondary options* – *Participation process* • *Develop plan for writing A/T/G/ Curriculum, integrated units*
(iii) Identification	• *Revisions made: criteria now more inclusive* • *Work Group established to develop checklists to use in identification process* • *More emphasis on non–verbal tests Learning disabled, E.S.L., and E.S.D. gifted are identified*	• *Checklists to be developed for use by teachers and parents to provide more equity of access for whole-brain , non-linear, creative students* • *Review grade 6 group test results as vehicle for students to be (re)assessed who:* • *may not have met criteria in grade 3* • *ESL students* • *students who have moved here after grade 3*
Student Profile	• *Approval given for work group to be set up to design profile*	• *Work to begin on Student Profile process*
Use of DART	• *Increased use for programming and problem solving purposes (e.g. R. A. Riddell)* • *Special assignment teacher invited as a resource.*	• Continued use of DART as an effective tool through differentiation of program, use of mentors, independent learning outside/community resources etc.
(iv) Range of Programs	• Self Contained Grade 3 – 10, Enrichment Classes, Grades 9–12, • *Enrichment, Extensions, Compacting ,etc. JK–OAC - introduced via Differentiated Programming - Integrated Model* • LRTs, JK–8 withdraw small groups (in some schools) • Some Independent Learning Opportunities • *Planning for Special Needs – Gifted Co-op*	• Self Contained Grades 3–10, Enrichment classes grades 10–12 • *Enrichment, Extensions, JK-OAC via implementation of Differentiated Programming - Integrated Model* • More withdrawal of individuals and small groups by LRTs, GLRTs • *Expanded Independent Learning Opportunities* • *Implementation: Special Needs – Gifted Co-op*

1991-1992	1992-1993	1993-1994

2. Able/Talented/Gifted Support Personnel
• Primary GLRTs – in each area
• Secondary GLRTs – 2 lines - Vanier Macdonald, Delta, Sherwood (Discretionary Lines)
• LRTs in some schools
• Westmount – 10 lines
• Special Education Consultants
• Psycho–educational Consultant
	• Secondary GLRTs – 2 Discretionary Lines
	  • Delta
	  • Sir John A. Macdonald
	  • Georges P. Vanier
	  • Sherwood - 1 line
	  • LRTs in some schools
	  • Westmount – 10 lines
	• Special Education Consultants
	• Psycho-Educational Consultant
	• *Special Assignment: Gifted Education*
		• Secondary GLRTs - 2 discretionary lines
		  • Delta
		  • Georges P. Vanier
		  • *LRTs in all other schools*
		  • Westmount – 10 lines
		• Special Education Consultants
		• Psycho–Educational Consultant
		• Special Assignment: Gifted Education

3. Resources for Able/Talented/ Gifted in regular class JK-OAC (Including Georges P. Vanier and French Immersion)	• *Some LRTs assist teachers in design of Integrated Units for Able/Talented/Gifted (e.g. Burkholder)*
	• *Planning for a School Challenge Centre, campus concept - Hampton Heights*
	• *In–service in all 4 areas – LRTs, GLRTs, Staffs, individual requests, Principals, Resource Teams*
	• *Workshops e.g. 'Train the Trainer', Gifted Awareness – JK–OAC Area 4, Transition Years Workshops etc. Roots and Wings Workshop(Differentiated Programming etc.)*
		• *Partnership between G/LRTs and Teachers in planning Integrated Units for Able/Talented/Gifted*
		• *Plan, develop and implement Challenge Centres in schools*
		• *Continued in–service and workshops -*
		• *(Implementation phase)*
		e.g. • *Bloom's Taxonomy*
		  • *Renzulli Revolving Door Model*
		  • *CoRT Thinking Skills*
		  • *Betts' Autonomous Learner Model*
		  • *Advanced Placement – College Boards*
		  • *International Baccalaureate Program*
		  • *Community Resources*
		  • *Special Programs*
		  • *Roots and Wings Workshop*

4. Curriculum • Extensions/Enrichment exist in some curricula	• Extensions and enrichment continue to be available in some current curricula: e.g. English, Science • *Curriculum written for A/T/G - purchased from other Boards and used by Regular class and Self-Contained Teachers, G/LRTs, Resource Teams*	• *New Curriculum documents will include extensions/enrichment for Able/Talented/Gifted*

1991-1992	1992-1993	1993-1994
5. Able/Talented/Gifted in regular program. LRTs and Able/Talented/Gifted • Involved in some schools • Complete legal requirements: I.P.P.s and Annual Reviews	• Some withdrawal of Able/Talented/Gifted individually and in small groups • Complete legal requirements: I.P.P.s and Annual Reviews (* Legal reqirements are the task of GLRTs in secondary schools which still have them - this will continue in 1993-1994) • *Some LRTs begin to plan with teachers and teacher–librarians (e.g. individual programming, flexible grouping, integrated units)* • *Workshops developed and in-service made available to schools, areas and system*	• *Withdrawal of Able/Talented/Gifted individually and in small, flexible groups* • Complete legal requirements: I.P.P.s, Tracking, Annual Reviews • *More access to a variety of resources* • *Assist in delivery of fuller range of services to Able/Talented/Gifted* • *LRTs will become more aware and access programs outside of school for A/T/G* • *LRTs will plan with teachers and teacher–librarians (Challenge Centres will be developed and implemented where appropriate)* • *Continued provision for new workshops and in–service in all divisions*
• Some classroom teachers meet needs as do some LRTs	• *Development and introduction of Differentiated Programming: Integrated Model* • *Development and Introduction of 'Gifted Awareness Workshop' (Area 4 Initiative)* • *Provision made for future workshops*	• Continued support for classroom teacher at school, area and system levels • *Implementation of Differentiation Model* • *Initiatives at system, area and school levels - Awareness and continuing workshops to support classroom teachers*
• GLRTs program for students largely outside the classroom	• *GLRTs begin to meet to network and plan* • *GLRTs and LRTs assist teachers with programming within and out of class in more schools* • *Planning for A/T/G Student Conferences in Hamilton begins* • *Programming opportunities outside classroom/school made available* *e.g.* • *LINKS Conference* • *World Affairs Conference* • *Model Parliament* • *Shad Valley, Peel Summer Academy, Deep River Science* • *Centre, Jason Project etc.*	• *G/LRTs will meet regulary to network and plan* • *G/LRTs will assist teachers with programming within and out of class* • *Hamilton A/T/G Student Conferences - Elem. Fall 1993, Sec. Fall 1994* • *Programming opportunities outside classroom/school will continue to grow and be co-ordinated so that all LRTs, GLRTs and A/T/G students have knowledge of and access to this information*

1991-1992	1992-1993	1993-1994
6. Self–Contained Gifted Classes Grades 4/5 – 6 classes Grades 6/7/8 – 4 classes Grades 9/10 – Math, Science, English, History/Geography - Westmount	Grades 4/5 – 6 classes Grades 6/7/8 – 4 classes Grades 9/10 – Math, Science, English, History/Geography - Westmount	Grades 4/5 – 6 classes Grades 6/7/8 – 4 classes Grades 9/10 – Math, Science, English, History/Geography - Westmount
• Teachers of gifted classes complete all legal documentation for their students: I.P.P.s, Annual Reviews	• Teachers of gifted classes complete all legal documentation for their students: I.P.P.s, Annual Reviews	• Teachers of gifted classes complete all legal documentation for their students: I.P.P.s, Annual Reviews
• Some teachers meet informally to network and support one another	• *Self-Contained teachers meet to discuss issues and make plans with some regularity.* • *Regularly receive information regarding curricula, resources, student conferences etc.*	• *Self-contained teachers will meet regularly for in-service and information regarding new curricula , resources, conferences etc.* • Continued information flow • Support continues at school, area and system levels
• Each school designing gifted program in isolation	• *Discussions re. more consistency of program in gifted classes across the system*	• *Work toward consistency of program in gifted classes across the system* • *Development of workshops and in–service opportunities, development of curricula* • *Development of opportunities for students within and outside the school* • *Expanded use of community resources – mentors, technology, speakers etc.*
	• *Planning begins for Fall Conference for all gifted students grades 4 - 8* • *Planning re. more flexibility in entry and exit process*	• *Elementary Conference for Gifted students in October 1993.* • *Implement more flexible entry and exit process.*
• Many Self-Contained classes function in near isolation within the school setting	• *Planning re. interaction and some integration of all self-contained classes with general population of school*	• *More interaction/integration with the rest of the school population where this has not been the practice.* • *Teachers of the Gifted will become advocates and assist in programming for Able/Talented/Gifted in regular program (e.g. Fernwood Park - Learning Centres to be set up in Gifted Classroom for A/T/G students in regular class to access)*
	• *Some parallel timetabling in Middle Schools to allow flexibility of access to gifted or regular programming*	• *Parallel timetabling in Middle Schools to allow flexibility of access to gifted or regular programming where possible*

1991-1992	1992-1993	1993-1994
7. Transition Years • Some awareness of special needs of Able/Talented/Gifted in destreamed environment (Delta Pilot)	• *Heightened awareness of special needs of A/T/G with advent of destreaming in all secondary schools* • *Input re. planning, and development of some new grade 9 curriculum*	• *Development of curriculum, resources within and beyond regular school program to meet needs of A/T/G* • Continued input re. planning,development and implementation of grade 9 curriculum as it relates to Able Talented and Gifted learners
	• *Development of Generic Skills Document to assist teachers in planning and developing to meet Learning Outcomes in Common Curriculum*	• *Implementation of Generic Skills Document to assist teachers in planning and developing to meet Learning Outcomes in Common Curriculum*
	• *Able/Talented/Gifted input - Transition Teams - 3 Areas e.g. Area 4 P.D. Presentation - Sherwood*	• *Development and implementation of A/T/G strategies and differentiated programming to assist Area Transition Teams re. planning, development and implementation grades 7-9 - destreamed settings*
	• *Able/Talented/Gifted is a focus in all materials developed by the 'Train the Trainer' Design Teams and Curriculum Sub-Committee Teams*	• *Use of materials developed by 'Train the Trainer' and Curriculum Sub-Committees in development and implementation of program*
	• *Workshops and In-Service - System P.D., OSSTF, '60 Minutes', Area 4 Transitions Day, Train The Trainer - Arts Design Team (Chair) etc.*	• *Development of and participation in Transition Years Workshops, In-Service and Arts Design Team* • *Chair Teaching Strategies Sub-committee*

1991-1992	1992-1993	1993-1994
8. Use of Community Resources • Dependent on school location, population, personnel and need • Contacts often occur through parents	• Access to McMaster via: summer programs	• *Increased access to Business, McMaster and Mohawk to access expertise and facilities: Special Needs Gifted Co-op, Technology (as companies downsize), support via mentors, speakers etc.*
	• Some partnership with parents and community mentors in school programs	• *Continued/expanded partnership with parents and community mentors in school programs*
	• Access and use of Hamilton Public Libraries, Art Gallery etc.	• Continued access and use of Hamilton Public Libraries, Art Gallery etc.
	• Some contacts with business: Partners in Education	• *Continued contact through Partners in Education - more access to 'hands on' experiences in business/hi-tech companies whenever possible*
	• Some access to school communities: mentors, speakers, etc.	• *Continued and expanded use of community resources/parents as mentors, speakers, on-site experiences etc.*
	• Financial assistance for provincial/national programs e.g. Shad Valley, Deep River Science Academy etc.	• Continued access to Business and Service Clubs for support and assistance for special programs e.g. Shad Valley, Deep River Science Academy etc.
	• *Active contact/networking/workshops with:* – *Association for Bright Children* – *S.E.A.C.* – *MENSA* – *Educators of the Gifted – Ontario* – *Other Boards etc.*	• *Expanded contact/networking /workshops with other Boards, Committees, parents' groups, associations and educators committed to the education of able talented and gifted children - provincially, nationally and internationally*

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: J. Bishop (Chairman Pro-Tem), Trustee Wilson, Mesdames Bramberger, Dalziel, Elliott, Kappheim, Oommen and Trott, Mr. Billingsley, Drs. Newberry and Van der Spuy.

Also Present: E. Collins (Hamilton Principals' Association)
A. Mutart (Hamilton Teachers' Federation)
J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: E. Bond (Superintendent of Program)
Dr. J. Tomlinson (Co-ordinator of Special Education)
Dr. M. Bountrogianni (Chief Psychologist)

GENERAL

1. That the Report regarding Black Youth Achievement, Southview, presented at the May meeting, be received for information.

2. That the Report on Special Education Statistics, presented at the June meeting, be received for information.

3. That the Report on the Review of Behavioural Exceptionality and Specific Learning Disability, Secondary School Students, be received for information.

ELEMENTARY/SECONDARY

1. That the Transition Plan from Middle School to Secondary School for Students with Autism/Pervasive Developmental Disorders (P.D.D.) in self-contained Placements be received for information.

2. That the Superintendent of Program provide progress reports to the SEAC members about the changing direction of vocational programming as it affects Special Education students.

Respectfully submitted,

J. BISHOP,
Chairman Pro-Tem

Lower Auditorium,
1993 10 20

Date: 1993 11 04

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Transition Plan from Middle School to Secondary School for Students with Autism/PDD

Report: Information/Decision

Background

At the May, 1993 Operations Management Committee the following motion was passed:

> ***"That the Board, through the appropriate Committee, provide a plan to address the needs of autistic students in their transition from middle school to secondary school level for the 1994-95 School Year."***

Issue

To share a plan with trustees to address middle school to secondary school transition for students with autism/PDD.

Recommendation

That the steps outlined in the plan for the middle to secondary school transition for students with autism/PDD be approved for implementation within existing resources for September 1994.

Rationale

This plan (Appendix I) takes into account the following :

- **development of criteria**
- **decision-making process**
- **timelines**
- **specific procedures**

TRANSITION PLAN FROM MIDDLE SCHOOL TO SECONDARY SCHOOL FOR STUDENTS WITH AUTISM/PDD IN SELF-CONTAINED PLACEMENTS (1994-1995)

		Responsibility
STEP I (October)	Develop draft criteria (Appendix I)	Special Ed. Co-ord.
STEP II (November)	Validate draft criteria with parents, teachers and middle school principals.	Special Ed. Co-ord.
STEP III (Nov.-Dec.)	Meet with secondary school principals and Superintendents of Schools • to review draft criteria • to develop the decision-making process • to determine specific procedures for -site selection -staffing -parent notification -program development -transition period for students	Special Ed. Co-ord. Secondary Principals Supts. of Schools Supt. of Program
STEP IV (Jan.- March)	Select secondary school site for self-contained program, based on criteria.	Special Ed. Co-ord. Secondary Principals Supts. of Schools Supt. of Program
STEP V (Jan.-March)	Meet with Superintendent of Human Resources re staffing.	Supts. of Schools
STEP VI (Jan. -March)	Notify parents of decision regarding selected site.	Special Ed. Co-ord. Middle School Principals Secondary (Site) Principals
STEP VII (Jan.-June)	Develop program	Special Ed. Co-ord. Program Co-ord. Special Ed. Consult.
STEP VIII (April-June)	Provide transition opportunities for middle school students entering secondary school in September, 1994.	Special Ed. Co-ord. Supts. of Schools Middle & Secondary Principals & Teachers

Appendix I

TABLE I: DRAFT CRITERIA FOR SECONDARY SCHOOL SITE SELECTION (1994-95)

Criteria	Program Rationale
I. Physical Structure A) School • accessibility	• A system class should be accessible to all students.
• design	• As part of their program, students will: - be encouraged to take part in the activities within the secondary school - learn the skills necessary to move within the school at the level of independence within their ability - have opportunities for integration, as appropriate • These social and independent living skills will be more easily achieved if the school design allows relatively direct access to most areas of the school.
B) Classroom • self-contained	• Many students who will access this program will have a need for a solid and secure "home base" in which to learn.
• regular sized classroom	• Program will include academic and life skills; therefore, sufficient accommodation needs to be available within the classroom to be able to provide opportunities for training in both areas.
II. Location • Near an already established bus route.	• A major part of the program will be to develop independent living skills, such as: - ability to travel within the community on foot and/or by bus.
• Near community facilities, such as community centre, library, shopping, recreational facilities.	- ability to access community facilities for personal use (e.g. shops, recreational facilities, library, etc.) • To ensure transfer of skills from a classroom to a "real-life" environment, students must be able to develop and practice skills within the classroom and the community. Independent living skills would be facilitated by having relatively easy and direct access to community facilities.
III. School Program • Includes opportunities for integration.	• Program will include a choice of options and integration opportunities.

Date: 1993 11 04

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Report on Standardized Testing (Canadian Achievement Test)

Report: Information/Decision

Background

At the April 1993 Operations Management Committee, the following motion was passed:

> *"That the departments of Research and Psychological Services prepare a report on the Canadian Achievement Test, outlining:*
>
> *a) historical practice, current usage of system testing in relation to system and classroom application*
>
> *b) the viability of annual, system-wide recording of C.A.T. reading and math scores on report cards issued to Grades 3, 6 and 9 and*
>
> *c) that the report be submitted in the Fall of 1993."*

The following report addresses:

- **current usage of system testing** in relation to system and classroom application (*Appendix I,*)
- **historical practice** (*Appendix II and Table I*)
- **the viability of annual, system-wide recording of C.A.T. reading and math scores on report cards** issued to grades 3, 6, and 9 (*Appendix III*)

In February 1993 the Ontario Ministry of Education released a new policy document, **The Common Curriculum Grades 1 - 9** which changes the focus of curriculum review, development and implementation from objectives to **learning outcomes.**

The thrusts outlined in The Common Curriculum Grades 1 - 9 emphasize the need to **review existing practices** in curriculum review, development and implementation. The **timeline** for implementing these initiatives is three years (**1993-1996**). The use of standardized tests related to student outcomes will be part of this review.

In May 1993, the Board approved as part of Stage I of the Director's restructuring plan a **Special Assignment** position: **Assessment, Evaluation and Reporting.** The purpose of this position is to co-ordinate the review and revision of current assessment, evaluation and reporting procedures in conjunction with the Common Curriculum Grades 1 - 9. This is a major undertaking which requires a planned procedure to accomplish the necessary changes across the system for full implementation for September 1997. This **plan** will be **presented to trustees** in **January 1994.**

Issue

To share information with the trustees in response to the April 1993 motion.

Recommendations

1. That the report on standardized testing be received for information.

2. That a statement be included with the grade 3 and 6 report cards indicating that the results of the Canadian Achievement Test are available to parents through the school principal.

Rationale

Outlined in *Appendices I, II and III.*

Current Usage of System Testing in Relation to System and Classroom Application

	September 1993 AM012
ACADEMIC MEMORANDUM	**CITY-WIDE TESTING PROGRAM 1993 - 94**
TO: ALL ELEMENTARY PRINCIPALS	

1993 09 30

The schedule for administration of standardized tests in elementary schools is attached. Extra copies are enclosed for distribution to relevant teachers and administrators.

Test supplies will be sent out to schools from Research Services a few days prior to the beginning of each testing period. Please keep supplies and student results in a secure location when not in use. Individual student results are confidential.

Principals are encouraged to arrange inservice for new teachers using expertise available in the school (eg., LRTs, etc.). Attached is a copy of the Inservice Notes used by Research Services. Contact Connie Kidd, ext. 355 for further assistance.

Principals are asked to inform parents via the school newsletter that testing will occur and that their child's results can be viewed in the OSR on request (eg., during interviews).

Thank you for your continued cooperation in carrying out this testing program.

Donald W. Goodridge,
Director of Education and Secretary

CK/zm
Research Services
attach.

1993 - 94 SCHEDULE OF CITY-WIDE TEST ADMINISTRATION

DATE	GRADE	TEST	SCORING
		GATES-MACGINITIE READING TESTS*	
OCT. 12 TO OCT. 29	5 ----->	Level D, Form 1	**Score in school** using manual, record in OSR, send class lists of results to Research Services.
	8 ----->	Level E, Form 1	
		CANADIAN ACHIEVEMENT TESTS*	
NOV. 1 TO NOV. 19	3 ----->	Level 13	**Send** answer booklets (Gr. 3) or sheets (Gr. 6) to Research Services for shipment to scoring centre.
	6 ----->	Level 16	
		RAVEN'S PROGRESSIVE MATRICES**	
NOV. 22 TO DEC. 3	3 ----->		**Send** answer sheets to PSYCHOLOGICAL SERVICES for scoring.
		OTIS-LENNON SCHOOL ABILITY TESTS*	
JAN. 17 TO JAN. 28	3 ----->	Primary II, Form R	**Score in school** using manuals, (age norms), send class lists to Research Services (Promptly, please).
	6 ----->	Intermediate, Form R	**Send** to Research Services for scoring.

*Contact Connie Kidd, Research Services, Ext. 355 for more information
**Contact Cynthia Wilkinson, Psychological Services Ext. 424 for more information

Historical Practice

The Hamilton Board has had a standardized testing program since the 1950's (**Table 1**) including tests of reading achievement, overall achievement and scholastic aptitude. The primary purpose of the testing programs is to provide teachers with information regarding student achievement to assist in program planning.

Group Testing
The current city-wide standardized testing program consists of four commercial standardized tests administered as follows:

October	Grades 5 & 8	Gates - MacGinitie Reading Tests
November	Grades 3 & 6	Canadian Achievement Tests
November	Grade 3	Raven's Progressive Matrices
January	Grades 3 & 6	Otis Lennon School Ability Test

The Canadian Achievement Test (CAT) has been administered as a group test to grades 3 and 6 students on a city-wide basis in Hamilton since 1982-83. The C.A.T. was selected for use in our schools because at that time it was a relatively new, comprehensive test battery with Canadian content and Canadian norms.

In September 1986 the use of the C.A.T. was extended to all grade 9 students in Hamilton secondary schools. At that time an in-service program was initiated to assist teachers in making use of the test results for programming.

In 1990 - 91 the C. A. T. became optional at the Grade 9 level due to semester scheduling and the need for results in September for program purposes.

Initial Screening
The Canadian Achievement Test has been used since 1982 - 83 as one of the standardized tests for the initial screening of Grade 3 students and final selection for all students entering the Gifted program.

D.A.R.T.
C.A.T. scores are used at Diagnostic and Resource Team meetings as part of the information shared regarding student progress, strengths and needs.

Proposal For Review
In the spring of 1991 there was a proposal for the review of all standardized tests used in the system.

The purpose of this review was:

- to ensure that test data is valid, reliable, necessary and useful, and that the information is being summarized, interpreted, disseminated, and used efficiently for the benefit of students.

- to clarify the role of the testing program in accountability related to:
  - -student evaluation/classroom programming
  - -school evaluation
  - -area/system evaluation
  - -curriculum implementation/evaluation
  - -information for the public
- to determine to what extent the current program meets those objectives

- to determine changes needed in testing and reporting to improve effectiveness and efficiency.

This review was put on hold due to the work of the Action Teams and in particular the Program Accountability Action Team.

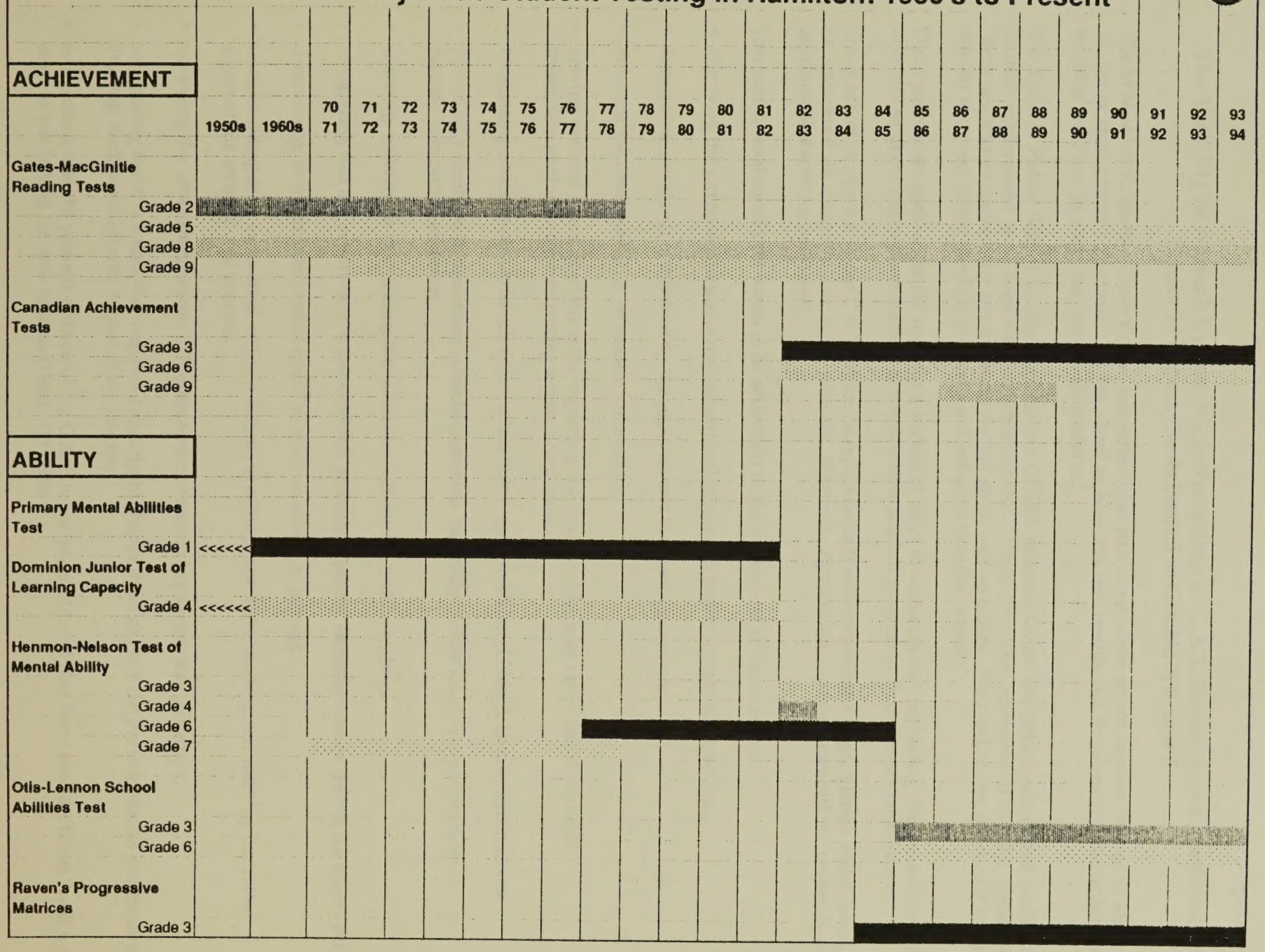
Costing

Annual Cost: Materials/Scoring

Gates-MacGinitie Reading Tests	$2,000
Canadian Achievement Tests	$26,000
Raven's Progressive Matrices	$1,600
Otis Lennon School Ability Test	$7,000
Total	$36,500

TABLE 1

TABLE 1. City-Wide Student Testing in Hamilton: 1950's to Present



Appendix III

The Viability of Annual, System Wide Recording of C.A.T. Reading and Mathematics Scores in Report Cards Issued to Grades 3, 6, and 9

The Minister of Education, Dave Cooke, has stated "that test scores alone do not explain why some students do better than others. The issue, (in his view) is how the test results can improve the curriculum and teaching practices in ways that benefit all students."

The Ontario Public School Boards' Association OPSBA reiterates that "the prime purpose of evaluating student achievement is to improve that achievement". Paula Dunning, president of OPSBA agrees that "there are many reasons why some schools do not do as well as others. We need to use the data (from test results) to correct where there are problems and not use it to make excuses."

These statements underscore the need for a variety of ways of assessing and evaluating student achievement to enable students, parents and teachers to communicate student progress in an understandable manner.

The question of whether to put C.A.T. scores on report cards is **one element of a larger picture which needs to be answered in consultation with parents, teachers, curriculum, special education, research and psychological services personnel.**

There are several significant issues to be addressed in the review and revision process:

- clarifying the **purpose and use** of assessment and evaluation including standardized tests,
- **comparing** standards established by the province and by Board documents,
- ensuring the **confidentiality** of student information,
- **serving the best interests of the child** regarding the results which may occur due to parental misunderstanding or misinterpreting a report card score,
- recognizing concerns about the **relevance** of the C.A.T. test for **ESL** and **French Immersion** students,
- providing **parents with understandable information** that reflects their children's performance in relation to expected outcomes,
- ensuring **validity** in interpreting the scores through parent understanding,
- recognizing that the **report card** is just one form of teacher/parent **communication** during the school year,
- determining how this information could be made available to parents,
- understanding that **evaluation** is not a distinct event separate from teaching and learning but rather a part of the instructional process,
- reviewing the **cost effectiveness** in human resource time to implement this procedure,
- recognizing that this endeavour requires a significant change in focus from the present process and requires ongoing **staff development** as part of the process.
- recognizing that the **present edition** of the C.A.T. is **ten years old** and that there are additional "**start up**" **costs** to purchasing the **new edition (1992)**. ($11,000)

AGENDA

PROGRAM COMMITTEE

1993 12 02

Confirmation of the minutes of the regular meeting of 1993 11 04 and special meeting of 1993 11 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of the Literacy Across the Curriculum Committee **Pages 1 to 12**

NEW BUSINESS:

1. Presentation - KIDestrian Program (Practising Traffic Safety with Your Kids) **See Separate Package**

2. Reconstitution of Ad Hoc Committees:

   .Child Care Committee **Page 13**

3. Report of the Special Education Advisory Committee **Page 14**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update - Destreaming: "What is Happening in the Schools" **(Presented at the November meeting of the Program Committee but, due to a lack of quorum, no action could be taken.)**

NEW BUSINESS:

1. Report re Ministry of Education Funding for Transition Years In-Service $43,000 - English Language Section **Pages 15 to 17**

2. Presentation re Issues Facing Female Athletes in Hamilton High Schools - Catherine Siksay **See Separate Package**

3. Reports of the Special Education Advisory Committee

   (a) 1993 10 20 **[lack of quorum at November meeting]** **Page 18**
   (b) 1993 11 17 **Page 14**

Date: 1993 12 02

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program
Bill Manson, Coordinator of English and Drama

Re: **Report of the *Literacy Across the Curriculum* Committee**

Report: Information/Decision

Background

At the June 1993 board meeting the Board approved the **Report of the Literacy Committee,** and directed the Superintendent of Program to prepare a report on the implications of a *literacy across the curriculum* policy by December 1993.

The enclosed **Report of the *Literacy Across the Curriculum* Committee** (Appendix A) outlines:

- a definition of terms
- a current status summary
- a summary of the implications
- a detailed analysis of the implications.

Issue

To share information with trustees regarding the implications of a *literacy across the curriculum* policy in the Hamilton Board, and to recommend the following:

Recommendation

That the Superintendent of Program prepare a policy statement and an action plan with timelines for the implementation of *literacy across the curriculum JK-OAC,* for presentation to the Board in May, 1994.

Rationale

The Belief and Mission statements for Literacy adopted by the Board and contained in the Report of the Literacy Committee, June 1993. (Appendix B)

Appendices

A The **Report of the *Literacy Across the Curriculum* Committee**
B The Board's Belief and Mission Statements for Literacy, adopted June 1993

Prepared by

Bill Manson, Coordinator of English and Drama

Appendix A

Report of The Literacy Across the Curriculum Committee

developed by

Elizabeth Bond, Superintendent of Program
Ruth Brandon, Computers in Education Consultant
Lynn Costello-Hicks, Speech Language Pathologist, Area 4
Len Dixon, Manager, Computer Services
Gary Gibson, Media in Education Consultant
Bill Manson, English/Drama Coordinator
Carol Phillips, Early/Formative Years Consultant, Area 2
Avanell Scherer, Business/Co-op Education Coordinator
Shelagh Simpson, Early Years Coordinator
Pat Squire, Special Education Consultant, Area 3
Mary Jean Tyczynski, Formative Years Coordinator
Giselle Whyte, Partners in Action Consultant

written and edited by

Bill Manson

formatted by

Kelsey Crawford

The mandate of the Committee:

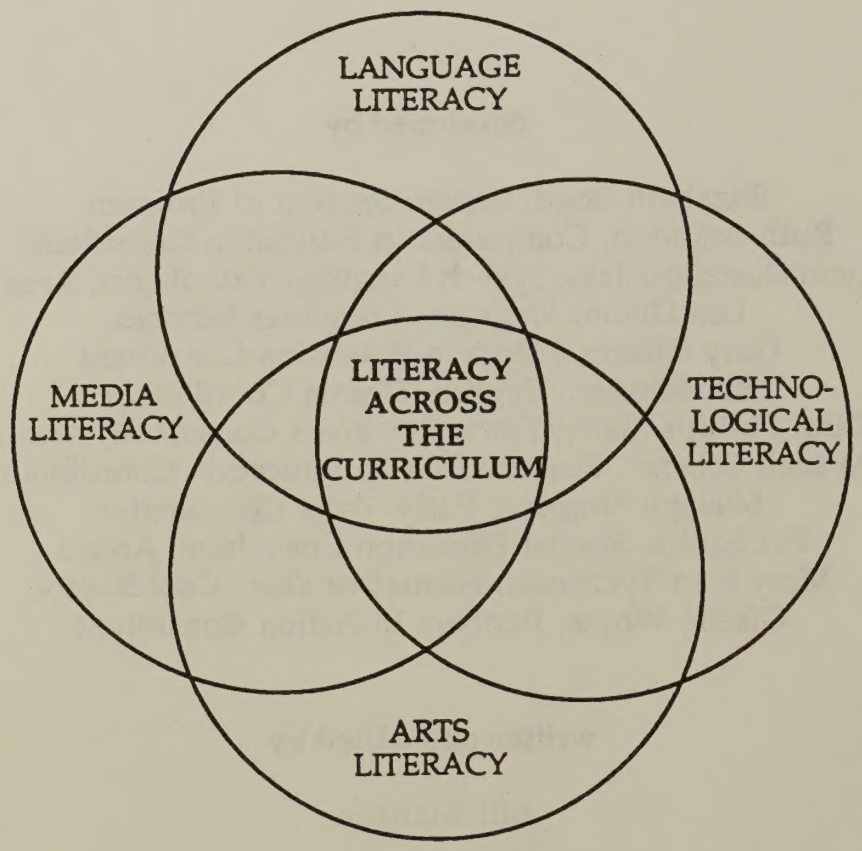
to determine the implications for program, staff development, and resources of a literacy across the curriculum policy, JK-OAC,

1. Definitions

1.1 Literacy is the life-long ability to participate actively in meaningful communication.

There are 4 major components involved in literacy as we approach the 21st century:

- the understanding and use of written, oral and body languages: **language literacy**
- the understanding and use of media forms such as print, numbers and other symbols: **media literacy**
- the understanding and use of art forms such as dance, drama, literature, music, visual arts: **arts literacy**
- the understanding and use of technologies in the daily life of the society, such as computers, videos, laserdiscs, and television: **technological literacy.**



1.2 Language literacy involves learning and communicating by:

- reading, viewing, listening
- writing, speaking, dramatizing
- representing through a variety of media and arts forms.

In the Early and Formative Years, the child learns to use these processes.
In the Transition and Specialization Years, the learner also uses these skills and processes to learn about language, literature and media, and about the content in other subject areas.

1.3 Media literacy involves communications of all types: oral, visual, print and non-print. It is used in the context of this report in two ways:

- **Media** refers to the largely non-verbal means of communication such as illustrations, photographs, diagrams and other fixed images, as well as moving images like film, video, and sound recordings commonly used in the classroom.

- **Media** refers to the mass media of popular culture, including motion pictures, magazines and newspapers, radio and television. The mass media are a formidable and ever-growing force for the socialization of all age groups in our society. The mass media form a pervasive part of students' lives. The media not only consume substantial amounts of our students' time and interest, they also provide them with information which forms and influences their values, their view of the world, and the quantity and quality of their material consumption.

While to be literate is to be able to interact through and with a variety of communication forms, to be media literate is to possess a critical understanding of the nature, impact and techniques of media.

1.4 Arts literacy in the curriculum serves two major functions:

- **The Arts** include dance, drama, music and visual arts which traditionally have been viewed as separate but related learning disciplines. The arts also include media and literary arts which traditionally have been integrated into other curricula.

- **Arts** provide major vehicles for expression and communication in our culture and society They lend themselves particularly well in this regard to integration with other subject disciplines as forms of communication and expression which appeal to a wide variety of learners across the curriculum.

1.5 Technological literacy includes understanding and using tools such as computers, CD ROM's, laserdiscs and telecommunications. It is used in the context of this report in two ways:

- **Technology** refers to the practical use of technical ideas, materials, products, knowledge, processes and systems which improve society. The ever-changing impact that the products, knowledge, processes and skills have on society and the environment is an integral part of technology.

- **Technology in education** involves a range of technological activities that are integrated into the curriculum, with a view to developing and enhancing the students' technological and communication competences and capabilities.

2. Current Delivery of Literacy Learning, JK-OAC.

Currently the 4 essential components of literacy learning are being delivered as follows:

LEARNING	EARLY YEARS	FORMATIVE YEARS	TRANSITION YEARS (in implementation)	SPECIALIZATION YEARS (in implementation)
LANGUAGE	• by classroom teachers • integrated into all classroom programs • through whole language mandated in the core curriculum *Growing into Language*: - dramatic and creative play - reading and telling stories - talking and listening - writing and representing • through support personnel: consultants, EAs, speech and language pathologists, augmentative communication resource teacher • also through the *Writing to Read* programs in 11 schools	• by classroom teachers • integrated into classroom programs and as blocks of time • through whole-language learning experiences as mandated in the core curricula *Growing into Language* and *Celebrating Language*: - reading, writing, listening, speaking - viewing, dramatizing, representing • through support personnel: consultants, EAs, speech and language pathologists, augmentative communication resource teacher • also through the Writing to Read programs in 11 schools	• by generalist and specialist teachers • within subject-discrete timetables • through learning experiences based on core media, language and literature student learning outcomes as mandated in *The Hamilton English Guideline, 1993* • involving the learning processes of - reading, viewing, listening - writing, speaking, representing - role playing and dramatizing • through support personnel consultants, EAs, speech and language pathologists, augmentative communication resource teacher	• by a specialist and non-specialist English teachers • within a subject-discrete timetable of credit courses • through learning experiences based on core media, language and literature student learning outcomes as mandated in *The Hamilton English Guideline, 1993* • involving the processes of - reading, viewing, listening - writing, speaking, representing - role playing and dramatizing • through support personnel: consultants, LRTs, speech and language pathologists, augmentative communication resource teacher • the graduate currently must earn the equivalent of 5 English credits minimum
MEDIA	• by some classroom teachers • learning through media integrated into most classroom programs	• by some classroom teachers • learning through and about media integrated into some classroom programs	• by English and some other classroom teachers • integrated into the English program (see above) • as a teaching/learning strategy in some other programs	• by English and some other classroom teachers • integrated into the English program (see above) • as a teaching/learning strategy in some other programs • also a few media-based credit courses

	EARLY YEARS	FORMATIVE YEARS	TRANSITION YEARS	SPECIALIZATION YEARS
TECHNOLOGY	• by classroom teachers • integrated into classroom programs • through scheduled visits to computer labs and some library resource centres • supported by a system consultant, system technicians and volunteer school-based site teacher administrators	• by classroom teachers • integrated into classroom programs • through scheduled visits to computer labs and some library resource centres • supported by a system consultant, system technicians and volunteer school-based site teacher administrators	• by some classroom teachers • integrated into specific courses or units • through scheduled visits to computer labs and some library resource centres • supported by a system consultant, system technicians and (volunteer) school-based site administrators	• by some classroom teachers, and by technology and computer specialists • integrated into some subject disciplines • as a strategy in some other classrooms • in library resource centres and computer labs • supported by teacher site adminstrators and system technicians
ARTS	• by classroom teachers and some Arts specialists • integrated into classroom programs both as discrete subjects and as teaching/learning strategies: - dance (phys. ed) - drama - music - visual arts	• by classroom teachers and some Arts specialists • integrated into classroom programs both as discrete subjects and as teaching/learning strategies: - dance (phys. ed) - drama - music - visual arts	• by generalists, and specialist Arts teachers • within subject-discrete timetables (music, visual arts), and/or as a teaching/learning strategy across the curriculum (drama) • within a wide variety of school organizational structures • no drama curriculum in some schools • no dance curriculum	• by Arts specialists and some non-specialist teachers • within a subject-discrete timetable of credit courses • where the graduate currently must have earned 1 Arts credit minimum • no dance curriculum

3. Summary of the Major Implications of a *Literacy Across the Curriculum* Policy: Integrating The Language, Media, Arts and Technological Literacies Across the Curriculum

3.1 The implementation of a *literacy across the curriculum* policy will require a major shift in the thinking of educators and the public:

- all administrators
- all teachers and all teacher-support staff
- all program and staff developers
- the community at large.

3.1.1 All administrators at all levels and in all departments of the system will need to review and revise current practices around:

- the acquisition, allocation, maintenance and utilization of human, material and fiscal **resources**
- **staff development** to address changing attitudes and beliefs, and changing program needs
- **collaboration** among system departments, the public, parents, business and industry, education faculties, and other educational institutions.

All administrators must actively support the policy, if its implementation is to be successful.

3.1.2 All teachers and teacher-support staff will need to understand and to adopt the belief that ***all teachers are teachers and modellers of literacy***. This will require three stages in implementation:

- **awareness raising:** teachers knowing, knowing that, knowing about, knowing how to
- **understanding:** teachers exploring, applying, reflecting, evaluating, internalizing, conceptualizing
- **valuing:** teachers changing attitudes and beliefs, demonstrating, modelling

All teachers must reach the third stage of growth, if the implementation is to be successful.

3.1.3 All program and staff developers will need to review and revise **programs** which are based on system standards for literacy.

3.1.4 The public will need to understand and accept the Board's **definition, belief statements** and **standards** for literacy. They must collaborate in the implementation of the policy, if the implemetation is to be successful.

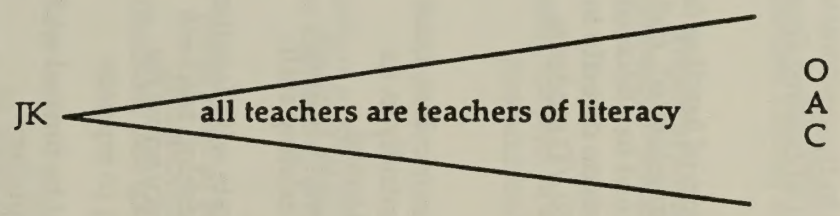
3.2 The implementation of a *literacy across the curriculum* policy has other major implications:

3.2.1 The implementation of the policy will require the development and implementation of an **action plan** that is feasible and accountable.

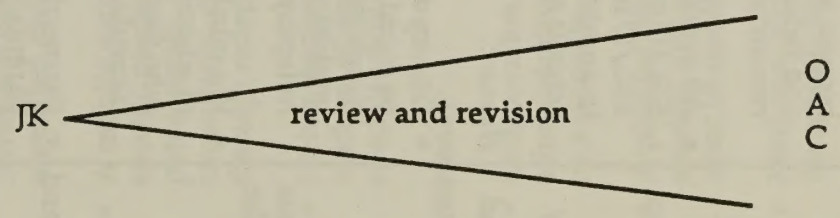
3.2.2 The implementation of the policy will require an **image of the literate graduate** which is developed in collaboration with the public sector.

3.2.3 The implementation of the policy will require the development and implementation of models and processes for **teacher and program accountability**, with the roles and functions of teachers, principals, support staff, superintendents and the public clearly defined. A major element in the accountability model must be a process for encouraging and recognizing **exemplary practice and innovation**.

3.2.4 The implementation of the policy and beliefs will become increasingly complex in terms of **staff development** as we move up through the grades:



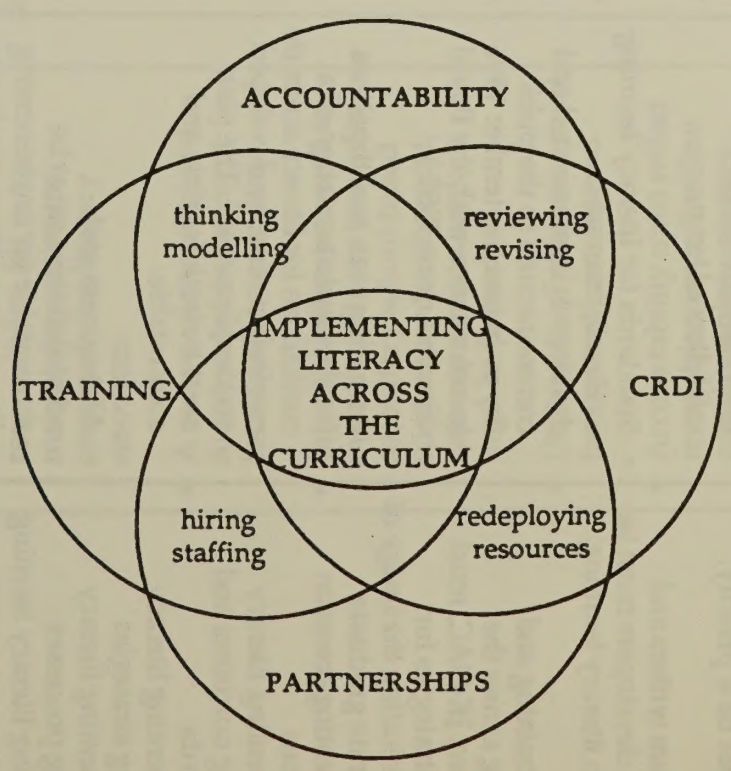
3.2.5 The implementation of the policy will require the **review and revision** of current curricula based on a common format. The task will become increasingly complex as we move up through the grades:



3.2.6 The implementation of the policy will require both extensive **retraining**, and the **re-allocation and redeployment of human, material and fiscal resources** to support professional growth and change in classroom practice.

3.2.7 The implementation of the policy at the school level will require its **integration into all school plans.**

3.2.8 The implementation of the policy will require a plan and a systematic approach for establishing **partnerships** within the system and with community agencies and institutions. Without ongoing partnerships, the successful implementation of the policy will not be realized.



Please refer to the following pages for more detailed analyses and rationale.

4. Specific Implications of a *Literacy Across the Curriculum* Policy

STAFF DEVELOPMENT *(training & retraining)*	ACCOUNTABILITY *(system & school)*	CURRICULUM *(review, revision & implementation)*	REDEPLOYMENT & REALLOCATION OF RESOURCES *(fiscal, human & material)*
• Extensive, ongoing literacy training for all teachers, administrators and school staffs must be a priority. • Curriculum writers and program developers must be trained in literacy learning. • Teacher training and retraining across the curriculum, JK-OAC, must involve strategies for: - communicating the image of the literate graduate - implementing common definitions - implementing literacy learning outcomes and standards - implementing literacy teaching strategies - implementing literacy learning processes - evaluating literacy learning - modifiying program to address special needs and the needs of "at risk learners" • Levels of use for literacy teaching must be developed, and entry points established.	• All teachers, administrators and support staffs must understand (and value) that they are teachers and modellers of language. • Standards for literacy learning in Hamilton must be developed, implemented and communicated to the pubic (by or before September 1996 in accordance with the Board directive, June 1993.) • An action plan and timelines for the implementation of a curriculum for *literacy across the curriculum* must be developed and implemented. The plan must be both feasible and accountable. • All teachers and administrators must be accountable for implementing *literacy across the curriculum* in terms of the literacy learning standards, outcomes and levels of use. • Assessment, evaluation and reporting processes for literacy learning outcomes, as part of the student evaluation process across the curriculum in each grade, must be implemented.	• An image of the literate graduate must be developed as soon as possible. • Standards for literacy must be developed as soon as possible. • A common format for curriculum design must be developed. • Generic cross-curricular literacy learning outcomes must be identified, growth-stranded and integrated into all existing curricula. As well, literacy teaching strategies, program modification strategies and literacy evaluation strategies, must be "up front" in all curricula at all levels. This will require the collaboration of all program developers. • English in the Specialization Years will become specialized studies of language, literature and media, and will become a specialized part of the secondary curriculum. English specialists will still be needed in the Specialization Years, but the size of English departments and the number of English courses offered may be reduced.	*Fiscal*: • *Literacy across the curriculum* must become a priority in the reallocation and redeployment of existing fiscal resources. • All available sources of funding for ESL/D must be investigated, and ESL/D funding must be allocated in an equitable fashion directly to schools serving ESL/D students. *Human*: • *Literacy across the curriculum*, must be coordinated centrally in its development and initial implementation stages, through redeployment of existing staff. • We must collaborate with faculties of education to develop teachers who practice *literacy across the curriculum*. • Partnerships must be formed with parents, post-secondary educational institutions, business and industry. • The collaboration of curriculum and special services personnel at the system level must continue.

STAFF DEVELOPMENT *(training & retraining)*	ACCOUNTABILITY *(system & school)*	CURRICULUM *(review, revision & implementation)*	REDEPLOYMENT & REALLOCATION OF RESOURCES *(fiscal, human & material)*
• Staff development must recognize and address the identification of *self* with *subject* among many specialist teachers.	• Literacy goals reflecting literacy standards and literacy learning outcomes must be identified in all school plans. • Schools must be given the responsibility for maintaining minimum standards for literacy resources. • A review of the roles and functions of department heads will be essential. • Interdisciplinary as well as intradisciplinary teams for secondary school-based curriculum development, delivery and evaluation must be formed. • Utilization of resources must be constantly monitored. • Accountability must reflect recognition for innovation and exemplary practice.	• Reception, assessment, and monitoring processes for ESL/D students must be developed. • Systematic piloting of new initiatives in technology must be part of the curriculum development process.	• Staffing must be flexible and responsive, and must reflect student and school needs.. • A flexible and mobile *literacy across the curriculum* support staff must be identified and deployed. • A mobile support staff to address specific needs (eg. speech and language pathologists, psycho-educational consultants, etc...) must be developed through redeployment. • Hiring teachers who view themselves as teachers of literacy regardless of subject specialty will be vital. ***Material:*** • Collaboration among program and administrative services is vital and must be a priority. • A plan for the development, promotion, sharing and use of literacy materials must be developed. • Minimum standards for literacy resources for schools must be established. • Long-range plans for the acquisition, maintenance and replacement of resources must be developed and must involve partnerships whenever possible. **Contracting must be a major consideration in these plans.**

STAFF DEVELOPMENT *(training & retraining)*	ACCOUNTABILITY *(system & school)*	CURRICULUM *(review, revision & implementation)*	REDEPLOYMENT & REALLOCATION OF RESOURCES *(fiscal, human & material)*
			• Ergonomically - friendly working environments for teachers and students must be planned and developed. • A review of the nature, allocation and use of literacy resource materials including multicultural resources must be initiated. • Ongoing support in the form of up-to-date, multi media literacy learning materials and support technologies is vital in all – – schools/resource centres – classrooms (all subjects). • Easy access to computers and software will be vital. • Easy access to ESL/D resources will be vital. • High-interest, low-vocabulary print materials which are both subject/theme specific and general will be needed. • A variety of reading-level appropriate subject-specific texts will need to be reviewed and implemented. • A variety of non-print, subject-specific learning materials will be needed.

Appendix B: The Literacy *Belief* and *Mission Statement*, of the Hamilton Board, Approved June 1993

Beliefs About Literacy:

The following are the belief statements which form the foundation of an effective literacy program in the 1990's.

- Habits and patterns of literacy are established before formal schooling begins and continue after formal schooling ends.
- Literacy learning is a dynamic developmental process.
- Literacy knowledge, skills and values developed in one language transfer to other languages.

- Literacy provides a vehicle for thinking and communicating.
- Reading, writing, listening, speaking, viewing and using media, technologies and art forms are fundamental to literacy development.
- Resources (human and material) and learning environment (physical, intellectual and emotional) are factors in literacy learning.
- All educators are teachers of literacy and model literacy learning.

- Literacy in a community is achieved through the collaboration of all sectors and agencies in the community including the home and the school.
- Literacy enables the individual to contribute to society.
- Expectations and standards for literacy change over time.

Mission Statement:

The Hamilton Board of Education promotes literacy among its students and staff by:

- providing quality literacy-based programs for all English as a first and second language learners which enable them to attain their full learning potential;
- supporting schools and teachers in developing and implementing literacy programs to address the needs of "at-risk" students;
- working collaboratively with parents, volunteers, community agencies, business, industry and post-secondary educational institutions to promote literacy.

1993 12 02

To: The Chairman and Members,
Program Committee

From: D. W. Goodridge
Director of Education and Secretary of the Board

Re: **Mandate of the Child Care Ad Hoc Committee**

BACKGROUND

That the Child Care Committee be reconstituted for 1994 to consist of five members appointed by the Chairman of the Board and that the mandate of the committee be:

(a) That the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee.

(b) That the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.

(c) That the Child Care ad hoc committee report its recommendations in June, 1991 for implementation in September, 1991.

(d) (i) That the Draft Child Care Operating Procedures be used as a reference document by the Child Care ad hoc committee.

(ii) That revised recommendations to the Draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups.

(e) That the Ministry of Education Memorandum 1991: B4, dated 1991 08 12, re Child Care Centres be referred to the Child Care Committee.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Adamson (Chairman); Trustees Bishop, Patenaude and Allen; Mesdames Dalziel, Kerr Jaskiewicz, Kappheim, Oommen and Trott; Messrs. Shields and Verticchio; Dr. Newberry.

Also Present: Trustee Mulholland

Officials
Present: E. Bond, Superintendent of Program
J. Tomlinson, Co-ordinator of Special Education

The Committee recommends:

GENERAL

1. That the Status Report on Action Team Recommendations, presented to the October meeting, be received for information.

ELEMENTARY/SECONDARY

1. That the Report from Senior Management re Correspondence from Parents of Children with Autism/Pervasive Developmental Dissorder (PDD) be received for information.

Respectfully submitted

DR. I. ADAMSON
Chairman

Lower Auditorium
1993 11 17

1993 12 02

TO: Chairman and Members
Program Committee
Board of Education for the City of Hamilton

FROM: Elizabeth G. Bond, Superintendent of Program
Carol A. Ramberan, Co-ordinator of Transition Years

RE: Ministry of Education Funding for Transition Years In-Service
$43,000 - English Language Section

REPORT: Information

Background:

On June 16, 1992, the Ministry of Education and Training announced the availability of funds for in-service programs for teachers of Grades 7, 8 and 9 to assist them in implementing Policy/Program Memorandum # 115. These programs were intended to "allow teachers to exercise their professionalism through their direct involvement in their own training." On September 2, 1992, the Superintendent of Program and the Transition Years Co-ordinator sent a copy of the memo from the Ministry with a cover letter and sample proposal form to Superintendents of Schools, Area Supervisors, and Middle and Secondary School Principals. Schools who were interested in receiving funding submitted a proposal to the Transition Years Co-ordinator by Oct. 5, 1992, including the goal of their project; objectives (linked to the criteria established by the Ministry); a one-year plan for teacher in-service with activities, timeline, resources, expected outcomes and a procedure to monitor and evaluate the project; an itemization of budget; and the link with the system Guideline for Transition Years Planning and Implementation (September, 1992).

On the basis of the proposals, the funds were allocated to the schools and to the Transition Years Office for system-wide planning and in-service. ($5000.00 was allocated by the Ministry to the French Language Section.) The money was received in March, 1993.

Schools were then able to access the funds through a procedure set up by the Transition Years Co-ordinator and the Accounting Department.

Most of the money has been used for supply teachers to release staff for school visits, inter-school planning, conferences, and workshops. Sharing information across the system has been an expectation for all participants.

The complete report which will be sent to the Ministry of Education and Training in February, 1994, will be available for trustees in the new year.

Issue: to provide trustees with information regarding expenditures of Transition Years In-Service Funding

Recommendation: that the report on expenditures of Transition Years In-Service Funding be received for information.

Rationale: Please refer to Appendix 1.

APPENDIX 1: EXPENDITURE OF TRANSITION YEARS IN-SERVICE FUNDING

LOCATION	ALLOCATION	SAMPLE IN-SERVICE ACTIVITIES
Ainslie Wood	$1,250.00	* release of teachers to conduct in-service sessions in other schools - teaching multi-level classes and behaviour issues
Barton	$1,000.00	* conferences on Transition Years programs in Mathematics, History, Guidance, Music
Glendale	$1,000.00	* hosted administrators from Stamford Secondary School, Niagara Falls, in a workshop for staff * cooperative learning workshops * purchase of professional resource material for Grade 9 teachers
Hill Park	$2,750.00	* visited Lester B. Pearson S.S. in Scarborough * release for Delta Department Heads to conduct all day workshops for Hill Park staff * conferences * hosting an expert on discipline for adolescents - workshop for Hamilton educators
Norwood Park	$1,050.00	* feeder/receiver planning sessions in English and Mathematics * school visitations; e.g. River Oaks Public School and Applewood Secondary School * writing and team planning of interdisciplinary units
Scott Park/Parkview	$4,000.00	* release of teachers for Community of School Transition Years Team meetings * conferences
Sherwood	$3,675.00	* school visitations, e.g. River Oaks, Lester B. Pearson, Applewood Heights * conferences * feeder/receiver school planning (e.g. Norwood Park)
Sir Allan MacNab	$2,750.00	* conferences, e.g. Grass Roots Up, London Transitions Institute with Dr. W. Spady * in-service for teachers of English and Mathematics * OCLEA conference on Transition Years in Toronto
Sir John A. Macdonald	$3,705.00	* conferences, e.g. Literacy Development and Grass Roots Up * school visitations, e.g. John Fraser S.S. * hosted teachers from Herman Secondary School in Windsor in a workshop - reps from other schools invited
Sir Winston Churchill	$1,000.00	* conferences * feeder/receiver English planning sessions * school visitations

LOCATION	ALLOCATION	SAMPLE IN-SERVICE ACTIVITIES
Viscount Montgomery	$1,400.00	* links with community resources for interdisciplinary units on the Environment and Multiculturalism: Living in Harmony * feeder/receiver planning meetings, e.g. English
Westdale	$2,750.00	* school visits, e.g. Toronto, Belleville * team planning with staff from Ainslie Wood
Westmount	$1,650.00	* supply teachers to replace teachers at Transition Years conferences e.g. - tri-board in-service series on Transition Years - Role of the Department Head - Spady conference in Toronto - conference in London Board of Education - Transitions Institute * curriculum writing (e.g. updating grade 9 destreamed courses * professional resources
Transition Years Office	$15,020.00	* supply teachers to release staff for many activities e.g. - Transition Years Development Committee (all sub-committees) - In-service Design Teams (e.g. Heads in Training) - All day Cooperative Learning Workshop with Laurie Stevahn - All day Differentiation of Program Workshop with John Samara - English in-service/planning (for schools not included above) - French Immersion learning outcomes writing team - cross-school teacher presentations - inter-school visitations (for schools not included above) - teacher participants at SJAM's Herman School presentation - middle school design and technology teacher - conference * refreshments for in-service sessions * printing costs * resources for professional development, e.g. cooperative learning and integrating the curriculum * conferences - International Conference on Assessment and Evaluation - workshop for Transition Years teachers at the Spectator - Lake Avenue - conference on the Transition Years - Teachers as Partners in Planning * speakers' fees, e.g. Laurie Stevahn, John Samara

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: J. Bishop (Chairman Pro-Tem), Trustee Wilson, Mesdames Bramberger, Dalziel, Elliott, Kappheim, Oommen and Trott, Mr. Billingsley, Drs. Newberry and Van der Spuy.

Also Present:
E. Collins (Hamilton Principals' Association)
A. Mutart (Hamilton Teachers' Federation)
J. Sims (Hamilton Secondary School Principals' Council)

Officials Present:
E. Bond (Superintendent of Program)
Dr. J. Tomlinson (Co-ordinator of Special Education)
Dr. M. Bountrogianni (Chief Psychologist)

ELEMENTARY/SECONDARY

1. That the Transition Plan from Middle School to Secondary School for Students with Autism/Pervasive Developmental Disorders (P.D.D.) in self-contained Placements be received for information.

2. That the Superintendent of Program provide progress reports to the SEAC members about the changing direction of vocational programming as it affects Special Education students.

Respectfully submitted

J. BISHOP
Chairman Pro-Tem

Lower Auditorium
1993 10 20

Presented at the November meeting of the Program Committee but, due to a lack of quorum, no action could be taken.

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